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ABSTRACT

The subject of women's studies has become prevalent on many college campuses over the past few years. This document presents a collection of essays, bibliographies and syllabi concerning the growing field of women's studies. The subjects include women in literature, women in history, women in the American economy, sex and politics, sociology of the family, the feminine personality, the psychology of women, and the linguistic behavior of male and female. (HS)

Female Studies : № 2

by

Florence Howe

ED 055253

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FEMALE STUDIES II

Collected by the

Commission on the Status of Women

of the Modern Language Association

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PREFACE

The Modern Language Association's Commission on Women began to function as a clearing-house for information on new curricular developments in feminist studies at about the same time that Sheila Tobias was putting together Female Studies I, a collection of 17 syllabi and bibliographies. We are grateful to her and to Jo Ann Gardner, of KNOW, Inc., for suggesting that we produce Female Studies II. One Goucher undergraduate, Sally Fenstermaker (now Sally Fenstermaker Berk of Northwestern University) began the task or organizing materials that teachers were sending to the Commission; another Goucher undergraduate, Carol Ahlum, has worked for the past three months to collect the syllabi and bibliographies for the 66 courses in this collection.

Our editing has been eclectic and dependent on materials sent to us. Where we have received essays, as from Maurine Greenwald, Gerda Lerner, and Lillian Robinson, we have printed them. We have printed many lengthy bibliographies, but in one case (Lenore Weitzman) decided to include instead a lengthy series of suggestions for essay-topics and independent research. In all cases, our aim has been to serve the needs of those who would contribute to a new and rapidly-expanding area of feminist studies.

We are grateful to all who have made this collection possible. We celebrate especially the generosity of all the contributors.

F.H.

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INTRODUCTION

Florence Howe

Goucher College

IDENTITY AND EXPRESSION: A WRITING COURSE FOR WOMEN

> Identity and expression. The search for self as an approach to writing; writing as a means of self-discovery. /Class discussions focussed on attempts to clarify ideas about a woman's relationship to the world./ Reading and writing of autobiographical fiction and essays. Special attention to the development of the essayist's analytical skills.

A Theory about Teaching Composition, Especially Essay-writing: I had come to Goucher from institutions in which freshman writing consisted of a series of essays on a variety of topics. It was clear to me, after a single experience with Goucher's English 101 that students could write better papers when they focussed their reading, discussion, and thinking for an entire term on a single topic. This is hardly surprising, since good writing is possible only from a person who is well-informed at least on a particular subject. That is, a writer needs to be in control of a body of material, whether theoretical, practical, experiental, or whatever. For inexperienced writers, such control may come only from efforts at rewriting that force them to look more searchingly either at experience or source materials. The problem for the teacher is to choose a theme, readings, and other materials that most, if not all students in the course will find interesting. Obviously, this is more difficult both for teacher and students than the ordinary scattered-shot or smorgasbörd approach of composition courses.

In addition to readings on a single theme, classroom discussions similarly focussed are valuable. In Mississippi, I had seen students, freed from the usual rigors of teacher-directed classrooms, exercises, grades, produce unusually good writing. Apart from the elimination of all that frightens students in the composition classroom, the pedagogic devices that may account for the quality of writing were two: intense and open-ended class discussion; the students' own desire to write. How to reproduce these in a college classroom--and with women students? I shall save the bulk of this discussion for a later section, but to anticipate a bit here, it was not difficult to move from the Mississippi experience to teaching women: In Mississippi, the starting place was the lives of black high school students, mostly poor; at Goucher, the starting place was the lives of white college women, mostly middle-class.

Open-ended discussion in which I assumed chiefly the role of "facilitator," a role less controlling than "leader," was my starting place. When students talk about their own lives and concerns, they discover that other students share them, that what they may have regarded as individual failings or idiosyncrasies may indeed reflect social conditions or social problems amenable to analysis, even to potential solution. Such open discussion may allow students to write personal or autobiographical essays or lightly-disguised stories or poems: this may be the way in which writing in the course begins. But the sharing of personal experiences in a group leads inevitably to social inquiry: perhaps to the discovery of a pattern--e.g., the daughters of working mothers call home less frequently than the daughters of non-working mothers; perhaps to the raising of areas of conflict--e.g., should mothers work? Perhaps to the desire to account for patterns, to explore social theories. Thus discussion that begins with the question, "How is

your life different from your brother's?" may, in the course of a week, turn to "Should things be that way?" or to theories of child-rearing.

Students are obviously interested in each other's lives and experiences, though they tend to discount their own as trivial. Discussion is often encouraging for the student who finds others interested in her experiences. She may be more willing than heretofore to consider writing about her life. The role of the teacher is crucial here--for support and encouragement as well as for an occasional contribution from her own experience. She may also remind students that writers make literature out of their lives and experiences.

It is also possible to begin discussion from selected readings. Obviously, it is useful if these are related to the lives of participants. Thus reading and experience reinforce each other, and students learn to look critically and analytically at books, essays, poems, stories, in relation to their own lives. What in this story is also part of my experience? What is not and may therefore teach me something new? How can I judge its truth if it is beyond my experience? When students consider with seriousness those differences among them that make for different evaluations of particular fictional characters, for example, they begin to understand the factors necessary for any sort of analysis, literary or other.

In summary, three factors seem useful for helping students to learn to write effectively--which means, in my terms, to write with full grasp of a subject and with some ability to analyze either in relation to experience or information or theory or all three: first, lengthy focus on a single topic; second, as much attention to discussion, and as much deep or intense discussion as the group's dynamics will allow, in addition to reading; third, as little coercive pressure from a teacher as a classroom atmosphere allows, and reliance instead on students' desires to write.

A Theory about Teaching Composition to Women: All that I have said up to now might be applicable to any teaching of composition. And I understood most of it before I understood what was so special about teaching women. What I learned from listening to my (women) students was that they consistently considered women writers (and hence themselves, though that was not said outright) inferior to men. If women believed themselves inferior writers, so it would be. Moreover, why should naturally inferior writers attempt anything ambitious? How to convince young women that their self-images grow not from their biology but from centuries of belief in their inferiority as well as from male-dominated and controlled institutions? How to convince them when even the brightest of them reviews the past in a lengthy essay and concludes that since there have been few great intellectual women, women must be inferior as a biological group?

A device I began to use two or three years ago was helpful, in that it allowed me to bring the problem directly to my students as well as to assess some of its depth and complexity. On the first day of class, and after I had talked about the course a bit, enough to establish the beginnings of a non-threatening atmosphere, I asked students to write for ten minutes on their assessment of themselves as writers: do they like to write? what are their "hang-ups" about writing? I read the papers and returned them the next day marked only with + or - signs, or occasionally with a +- or a -+. I was attempting to gauge, crudely of course, their self-images as writers. If there was a sign of pleasure or achievement, I rated them +; if there was none--only a legend of pain and failure--I rated them -. Some of the pain ranged from "I never enjoy writing" to "When I have to write anything, I get a headache for the whole day before." More seriously still were the self-indictments: "My English teacher last year said I can't think

logically"; or "I don't have any ideas"; or "I don't have any imagination"; or "I can't write anything really interesting." I have never had more than six "positives" from a group of 15 or 20; in my last group of 15, there were 14 "negatives." I have used this device to initiate discussion about why students feel as they do: do such feelings reflect the alleged inferiority of women? do they indict the teaching of composition? etc. Such discussions have led to admissions from many students that they secretly want to write, that they should like to "have ideas" and "imagination," but that they feel it's too late for them. They are asking to be told, of course, that it is not too late, and I certainly oblige.

There was some correlation between those students who liked to write and those who could; also between those who liked to write and those who kept some sort of journal or who wrote lengthy and elaborate letters daily. For several terms I asked the students to bring a journal-notebook to class each day and to spend the time from arrival until ten minutes past the bell writing in that book. I used the time in the same way. In another term, I asked that students write for ten or fifteen minutes each day in a journal outside of class. In still another variation, I asked that students keep a journal that recorded what went on in each hour of class, though they were to write in it in the evenings. In all cases, students were not obliged to show me their journals, though some wished to do so; in conference, we usually discussed the effect of journal writing. And in all cases, students reported at least a notable rise in fluency: those students able to write only twenty words in the first ten minute session, for example, were writing several pages long before the end of the term.

The group experience for women is a particularly crucial one for several reasons. If they have come from co-ed classes, they have experienced the domination by men of intellectual discussion; if they have come from a women's high school, they may still never have had serious discussion with their peers, and with an adult present, about the nature of women's lives. In either case, they have been taught to dislike each other, to regard other women as competitors for men's favors. Intense group discussion about their lives is meant to help build students' respect for one another even as it should allow them to trust themselves to sustain intellectual discussion--and hence to attempt it in writing.

There are several associated problems in this regard. The passivity and dependency of women students--these characteristics are of course not innate but socially conditioned in schools and the culture at large--needs special attention, as does their avoidance of conflict. Typically, women students try to see "both sides," possibly to avoid taking a position and thus being part of some "conflict." It is safer to be neutral or "open-minded" if you are a woman. But of course, it is difficult, if not impossible, to be a neutral writer. The role of the teacher in the open-ended group discussions is, therefore, important. Obviously, it is helpful for students to have before them a model of a strong woman teacher-intellectual. At the same time, given the social conditioning of freshman women, a strong woman may arouse negative reactions. Assuming a relatively unobtrusive role in the classroom, on the other hand, may also arouse some negative reactions, especially from those who want what they have been accustomed to: directions that tell them clearly "what the teacher wants," so that they may continue their passive-dependent patterns. Since it is important to break that pattern, I have risked the anger or bewilderment of students, calculating that it may be of benefit to the group as well as to individuals. On the whole I have been correct, though I was not always wise enough (especially in the beginning) to rescue those students for whom independence was terrifyingly traumatic.

Once women students felt confidence in the possibility of their functioning as intellectuals, they could choose whether they wished to commit themselves to the work involved. Writing is hard work; thinking is hard work. Women are trained in school and out to follow directions well--which means passivity. It is not that passive-dependent people don't work conscientiously at a given job. But such people find it easier to be told what to do rather than to figure it out for themselves or even to decide what they really want to do.

If the first aspect of the theory of teaching women to write involves the breaking of passive/dependent patterns and assumptions of inferiority, the second has to do with informing them about the processes of social conditioning, helping them to analyze sexual stereotyping and to grow conscious of themselves as women. Hence, the theme of the course is explicitly "the identity of women."

I tell the class explicitly that my aim is to improve their ability to write through helping them to understand their social identities as women and their potential as feeling and thinking people.

How the course works. In the beginning, I relied on readings to incite discussion and as early subjects of themes. Of late, I have been freer to begin with the lives of students, and with their interest in the women's movement. To students bored with the readings, I have suggested looking at children's books or school texts, and from them I have had papers and reports on such subjects as sexual stereotyping in third grade arithmetics. Students write at will or at class-arranged will, with no punitive deadlines arranged by the teacher. No grades are ever assigned papers, a feature that encouraged students to experiment with stories or poems or even with difficult intellectual subjects, rather than to stick to the "safe" thing they learned to do in high school. Autobiographical writing, with or without self-analysis, is one particular kind of writing students are interested in; the other might be called an "ideas" or "argument" paper, in which they try to analyze aspects of sexual stereotyping either in life, children's books, the media, or literature. Central both to reading and writing--and in practice functioning to connect those activities--is the weekly series of class discussions, in which we talk about what we've read or focus on someone's paper. I am interested in evoking feelings from them about their experiences or their reading. Then I want to know why they feel as they do, a question that leads both back to the piece of literature and into their own experiences, assumptions, etc. The process of discussion connects feelings and thoughts and is essential to analysis.

Books that have been useful. Sons and Lovers has been very useful for starting the course, since students enjoy reading the book and are therefore interested in initiating discussion on such topics as the relative guilt of mother or father for their poor relations with each other and with the children; or on their identification with either of the two young women in the novel. In the last two years, I have used, as openers in the course, A Doll's House and/or The Awakening by Kate Chopin. Both have been excellent. This year, students were also interested in reading Hardy's Tess; and Anne Moody's autobiography, Growing Up in Mississippi was the most popular book of the term. I have the sense that good autobiographical materials, rather than fiction, would be better to use henceforth.

The nonfictional materials of most interest were the essays in Notes From the Second Year (P.O. Box AA, Old Chelsea Station, NYC 10011, $1.25), although students continued to read The Second Sex, Born Female, and The Feminine Mystique. I keep movement literature on reserve in the library.

(A longer, more detailed version of this paper is available from the author.)

Elsie Adams
Mary Briscoe
Agate Krouse

Wisconsin State U.
Whitewater, Wisconsin
Department of English
Spring, 1970

WOMEN IN FICTION

The course will examine 19th and 20th century novels dealing with women. The course will challenge traditional assumptions about the nature and the role of women by focusing on literary works with female protagonists; it will also challenge some critical assumptions (made by male critics and by male-trained and female critics) about these works.

Though the primary focus will be on British and American novels, two particularly influential continental works (by Beauvoir and Ibsen) will be included.

Reading List:

Paula Stern "The Womanly Image Character Assassination through the Ages," Atlantic (March 1970), 87-90.

Current issues of Woman's Day, Ladies Home Journal, and Playboy.

Simone de Beauvoir, The Second Sex.

Henrik Ibsen, A Doll's House (1889, England).

Jane Austin, Emma (1815-6).

George Eliot, The Mill on the Floss (1860)

Louisa Mae Alcott, Little Women 1868

Henry James, The Portrait of a Lady 1881

Olive Schreiner, The Story of an African Farm, 1883

Thomas Hardy, Tess of the D'Urbervilles, 1891

Stephen Crane, Maggie: A Girl of the Street, 1896

Willa Cather, My Antonia, 1918

Sinclair Lewis, Main Street, 1920

D. H. Lawrence, Women in Love, 1921

Virginia Woolf, Mrs. Dalloway, 1925

Gwendolyn Brooks, Maud Martha, 1965

Doris Lessing, The Golden Notebook, 1962

Dianne Alstad

Yale University
(Trumbull College Seminar)
Spring, 1971

IMAGES OF WOMEN IN LITERATURE

One major goal of the course is to analyze the two major trends in literature concerning women: the idealization of woman as saint, martyr, transcendant love object and chaste ethereal creature versus the opposing and concurrent trend of misogyny in which women are portrayed as irresponsible, lusty shrews and crafty, insubordinate wives. We hope to discover why Western civilization has propounded this essentially dualistic view of women as two separate species--one carnal and one spiritual--from Eve and the Virgin Mary (sources of man's downfall and of his salvation), to the femme fatale and the innocent maiden, the adulteress and the wife on a pedestal, ending with the twentieth century resurgence of misogyny in the form of "bitch goddess" and the "devouring mother." The polarization of women into good and evil parallels the traditional Western attitude toward love and sexuality: total spiritualization of the flesh in platonic love and deep suspicion of all sexuality--especially female. This mind-body dichotomy and the dualistic vision of women must be set in the context of a patriarchal culture.

To analyse the roles, myths and stereotypes of women in different historical periods and to relate these roles to the social structure, the status and function of women is the particular social setting in which the work was written. This will allow us to discover to what extent the image of women in a literary work reflects reality, and to what extent it is an ideal propounded by that society in order to help socialize women into a particular role. One problem is that women characters in fiction are most often a function of cultural values and male subjectivity rather than an accurate portrayal of woman's real situation and her reactions to it.

To analyse the ideology of romantic love and how it functions to mystify and rationalize woman's subordination by glorifying her prescribed roles of motherhood, self-sacrifice and keeping to "her place" in the home. An example of this is that women are traditionally portrayed almost exclusively in terms of their relationships to men--as wives, mistresses and accessories--whereas men are portrayed in a wide variety of situations, coping with the heroic problems of the "human" condition.

To study the works of women writers, especially of the twentieth century, who give insight into female subjectivity and who present an alternate view of women's experience rather than merely imitating literary conventions. We will also examine why there were so few women authors before the nineteenth century, why those who did write did not write in the classical genres, and how their relatively restricted lives influenced their works.

"Feminist" literary and cultural criticism will be used throughout the course to help put the works we read in a certain perspective and to aid in determining the social functions that were served by creating specific ideals of womanhood.

The students will have a role in organizing the course and may decide which problems they would like the course to emphasize. In the bibliography on the following pages, there are significant works from each historical period arranged chronologically. The students will choose, as a group, which eras they would like to study and then will select eight to ten of the listed works of literature and criticism relevant to those periods, to be used in class discussions.

BIBLIOGRAPHY: LITERARY WORKS

Sophocles, Antigone
Aeschylus, The Oresteia
Euripides, Medea, The Bacchae
Ovid, The Art of Love
Chaucer, "The Wife of Bath" and "The Clerk's Tale" in Canterbury Tales
Andreas Capellanus, The Art of Courtly Love
Walter Map, Courtier's Trifles (selected stories)
Shakespeare, Othello, Antony and Cleopatra
Molière, L'Ecole des Femmes (Ecole)
Racine, Andromaque, Phèdre
Prévost, Manon Lescaut
Laclos, Les Liaisons Dangereuses
Defoe, Moll Flanders
Sade, Justine
Balzac, Le Lys dans la vallée
Stendhal, Lamiel, La Chartreuse de Parme
Charlotte Bronte, Villette
Flaubert, Madame Bovary or L'Education Sentimentale
Baudelaire, selected poems from Les Fleurs du mal
Tolstoy, The Kreutzer Sonata
Ibsen, Hedda Gabler
Hardy, Jude the Obscure
Zola, L'Assomoir, Nana
D. H. Lawrence, short essays on men and women, Women in Love, "The Woman Who Rode Away" or other short stories
Virginia Woolf, "Women and Fiction," A Room of One's Own, To the Lighthouse or Mrs. Dalloway
Henry Miller, Tropic of Cancer or short stories
Anais Nin, Diary, Vol. 1.
Radclyffe Hall, Well of Loneliness
Hansberry, A Raisin in the Sun
McCullers, The Member of the Wedding
Doris Lessing, The Golden Notebook or short stories from A Man and Two Women
Genet, The Balcony or The Maids
Mailer, "The Time of Her Time," in Advertisements for Myself
Mary McCarthy, "Cruel and Barbarous Treatment"
Philip Roth, Portnoy's Complaint
Story of O
Isabel Miller, A Place for Us

LITERARY AND CULTURAL CRITICISM

Primary works:

deBeauvoir, Simone, "Myths" and other chapters in The Second Sex, 1949
Ellmann, Mary, Thinking About Women, 1968
Marcus, Steven, "Pornotopia" and other chapters in The Other Victorians, 1964
Marder, Herbert, selections in Feminism and Art: A Study of Virginia Woolf, 1968
Millett, Kate, Sexual Politics, 1970 (selected chapters)

Secondary sources for reference:

Ariès, Philippe, Centuries of Childhood, 1960 (chapters on family evolution)
Auerbach, Erich, Mimesis, 1946

Brewster, Dorothy, Doris Lessing, 1965
de Rougemont, Denis, Love in the Western World, 1940
Fiedler, Leslie, Love and Death in the American Novel, 1962
Hauser, Arnold, A Social History of Art, 1951 (four volumes)
Hays, H. R., The Dangerous Sex: The Myth of Feminine Evil, 1964
Klein, Viola, The Feminine Character: History of an Ideology, 1946
Hunt, Morton, The Natural History of Love, 1959
Mill, John Stuart, On the Subjection of Women, 1863
Mitchell, Juliette, "Women: The Longest Revolution," New Left Review, Nov. 1966
Praz, Mario, The Romantic Agony, 1933
Putnam, Emily James, The Lady, 1910 ("Studies of Certain Phases of her History")
Rogers, Katharine, The Troublesome Helpmate: A History of Misogyny in Literature 1966
Sampson, Ronald, The Psychology of Power, 1965 (first three chapters)
Valency, Maurice, In Praise of Love, 1958
Watt, Ian, The Rise of the Novel, 1957
Wright, F. A., Feminism in Greek Literature, 1923

Frank Battaglia

University of Wisconsin/Madison
Fall, 1970

OLD ENGLISH

I have a proposal on what ought to be our work together in this course. I suggest that we organize ourselves as a research and writing team to produce a paper to be titled: "A Basic Contradiction in the Status of Women in Old English Society." An important and needed paper on this subject can be done in ten pages or less. Just one of the significances of the paper will be its revision of the commonplace notion that there was a "Germanic tradition of respect for women" which anticipated courtly love.

In making this proposal I am presuming that I am establishing the initial direction of the project. We will, however, be entering a process. It seems likely that as we get into this together important decisions about the direction and evaluation (including conclusions) of our study will be made more and more together, by group decision.

At present I think that the paper should have as its main focus establishing the FACT that noblewomen like Wealtheow in Beowulf were probably treated very much differently than servant women in the same mead hall. She passed the cup in a ceremony of high courtesy, they could expect to be molested or raped. This fact is illuminated by the analysis Engels offers in Origin of the Family... and we can work to supplement that study with contemporary material from OE legal codes.

Establishing the contradiction would entail comparing the position of Wealtheow with that of the women in the Arab chronicle provided in Franciplegius. Inveighings against gangbangs in Wulfstan's sermons are other similar material that can be cited.

I'm fairly confident of being able to publish this data if we get it together. We can sign the paper as a research and writing group--"English 320, Sec. 1, University of Wisconsin"--or some other name if we get much help from people outside the class. If there's time we can do another project on Riddle #61.

Suggestions for a reading of Beowulf

According to the perspective presented in Beowulf, when a woman gave birth to a son destined for great deeds she had the Ancient Master's strength to thank for bearing him (vv. 940-945, Klaeber edition). Hrothgar's comment makes it clear that women were considered vehicles for propagation rather than partners in any important sense. Similarly, the narrator used the women in Beowulf as vehicles to advance his argument for courage in battle and willing submission to the lord.

For example, women's admiration is used to inspire warriors in combat. Before the battle with Grendel, Beowulf predicts he will be victorious. Wealtheow, lady of the hall, brings him the meadcup. Beowulf responds with an even greater boast that he will either defeat the fiend or die (vv. 612-640). "To the lady the words were well liking, the vaunt speech of the Goth." Much later, Beowulf's courage stems from the fear of losing the respect he has gained: "So it behooves a man to act when he in battle thinks to attain enduring Praise--he will not be caring about his life" (vv. 1534-1536).

Battle-honor is also urged by reference to Grendel's mother, who fights and runs rather than fighting to the death in a 'manly' way. (Grendel's mother is less feared than Grendel because she is a female fiend--vv. 1280-1290.) The only one she kills in her attack, Aeschere, is a thane on the way up, a member of the new ruling class, the very existence of which is a violation of the older tribal order. Grendel has only a mother and no father, which suggests that he and his mother may be representatives of the older matrilineal order (See Engels, Origin of the Family, Private Property and the State.) The association of evil with anything threatening the patrilineal order may be the key to understanding large sections of Beowulf. An analysis of kinship terms in the poem (e.g., faederenmaege, v. 1263) should be very useful in focusing the struggle between matrilineal and patrilineal orders.

Hildeburh, the woman in the Lay of Hnaef, is offered as an example of the proper reaction to deaths in war. Though grief-stricken, she unquestioningly accepts the loss of her kin and personally gives orders for her own son's body to be committed to the pyre (vv. 1071-1080, 1114-1124). On the other hand, those who survived the battle might actually be rewarded by the possession of women. Hygelac himself gives to Jofor his only daughter as reward for war-spoils and as pledge of loyalty (vv. 2991-2998).

In the poem Beowulf and Hrothgar represent the patrilineal, property-oriented structure which has displaced the earlier democratic tribal organization in which men and women participated as equals (cf. Engels with Tacitus, who was disgusted by such tribes). Grendel and his mother are last vestiges of the earlier order. Christian mythology has been coalesced with pagan patrilineal mythology in such a way that Grendel and his mother, representatives of the earlier tribal structure, are seen as enemies.

Ruth Benson

Wesleyan University
Middletown, Connecticut

Images of Women
Fall 1970

Tolstoy, Family Happiness.
Carson McCullers. The Member of the Wedding.
Jane Austen. Persuasion.
Relevant Sections: C. W. Shedd. Letters to Karen.
Letters to Philip.
"J." The Sensuous Woman.
Buytendijk. Woman: A Contemporary View.
Kate Chopin. The Awakening.
Lillian Hellman. The Little Foxes.
D. H. Lawrence. Selected short stories.
Doris Lessing. " " " and/or The Golden Notebook.
Philip Roth. Goodbye, Columbus.
Ronald Fair. Many Thousand Gone.
Eldridge Cleaver. Soul on Ice.
Toni Cade, ed. The Black Woman.
Mary McCarthy. The Group.
Plato. The Republic: Book V.
Virginia Woolf. A Room of One's Own.
Three Guineas.
Kate Millett. Sexual Politics.
Show and tell session: the pornography of your choice.
And/or: discussion of any appropriate book selected by anyone for any reason.

These books have also been placed on reserve:

Simone de Beauvoir. The Second Sex.
Maud Bodkin. Archetypal Patterns in Poetry.
Daedalus. "The Woman in America."
Leslie Fiedler. Love and Death in The American Novel.
F. X. Newman, ed. The Meaning of Courtly Love. (on reserve for COL Junior Colloquium)

Barbette Blackington

American University
Washington, D. C.
Fall, 1970

SOCIOLOGY OF LITERATURE: WOMEN

For reasons of space, we are only including Part II of this course which deals with women. Part I was an introduction to the subject of sociology through literature. The full syllabus can be obtained from Professor Blackington , Sociology, American University, Washington, D. C.

Part II The Position of Women in Literature

Rogers, The Troublesome Helpmate, p. ix-277
Mme. de Staël, De la littérature considérie dans ses rapports avec les institutions sociales, Paris, 1800
Simone de Beauvoir, "The Myth of Women in Five Authors", (Montherlant, D. H. Lawrence, Claudel, Breton and Stendhal) in her The Second Sex, Bantam Q3192, $1.25., p. 185-236
Betty Friedan, "The Happy Housewife Heroine", Dell Paperback, 2498, $.75, p. 28-72

The Position of Women in India

Assignment: Read Tagore's One Act Play, Chitra, in: Rabindranath Tagore, Collected Poems and Plays, London, Macmillan, 1936, p. 149-74

The Position of Women in American Literature

Seminar discussion will focus upon Sinclair Lewis' Main Street, 1920 and Theodore Dreiser's American Tragedy
Theodore Dreiser, Sister Carrie, N. Y., Modern Library, 1917
_____, The Titan, Dell Paperback, LX109, $.75
_____, Tragic America, N. Y., Oxford V. P., 1932
_____, Dawn, His Autobiography: Newspaper Days, Vol. 2, Faweett Paperback, M281, $.95
W. A. Sevanberg, Dreiser, N. Y., Chas. Scribner, 1963
Robert H. Elias, Theodore Dreiser, N. Y., Alfred Knopf, 1949
F. O. Matthiessen, Theodore Dreiser, N. Y., Wm. Sloane Associates, 1951
Erich Auerbach, Mimesis: The Representation of Reality in Western Literature, N. Y., Doubleday, 1957

The Position of Black Women in American Literature

Seminar will be devoted to analysis of the position and description of Black Women in American literature.

Historical development of the entry and use of Black Women in American Literature

Servant, Mother, Martyr--The Black Mask of Humanity--The American National Sin--Uncle Tom's Cabin--The Black Woman in Black Literature--The Black Woman in the novels of William Faulkner and Eudora Welty

Seymour Cross, and John Hardy, Images of the Negro in American Literature, Chicago, Chicago V. P., 1966

Emanuel James and Theodore Cross, eds., Dark Symphony, Negro Literature in America, Free Press Paper, 1968
Josephine Carson, Silent Voices, The Southern Negro Woman Today, N. Y., Delacorte Press, 1969
Margaret Just Butcher, The Negro in American Culture, N. Y. New American Library, 1957
Alain Locke, ed., The New Negro: An Interpretation, N. Y. Arno Press, 1968
Harriet Beecher Stowe, Uncle Tom's Cabin, Airmont Paper CL143, $.75
Mark Twain, The Adventures of Tom Sawyer, N. Y., Crosset and Dunlop, (1875)
_____, The Adventures of Huckleberry Finn, N. Y., Crosset and Dunlop, (1884)
Rosey E. Pool, ed. Beyond the Blues, Lympne, Kent, Hand and Flower Press, 1962
Sterling A. Brown, The Negro in American Fiction, 1938
_____, Negro Poetry and Drama, 1938
_____, "Count Us In", in Royfond Loganed., What the Negro Wants, Chapel Hill, University of North Carolina, 1944
Billie Holiday, Lady Sings the Blues, Lancer Paperbacks, $.95
Robert Glover, One Hundred Dollar Misunderstanding, N. Y. Ballantine, 1964
_____, Here Goes Kitten, Dell Paperbacks, 1964

Part III Protest of Women's Position in Literature

History of Women's Protest Theme

Frank M. Snowden, Jr. Blacks in Antiquity, Ethiopians in the Greco-Roman Experience, Cambridge, Mass., Harvard 1970
Richard Lattimore, Themes in Greek and Latin Epitaphs Illini Paperback 1D-5, $1.95
Philip E. Slater, The Glory of Hera, Greek Mythology and the Greek Family, Boston, Beacon Press, 1968, $11.35
W. K. Lacey, The Family in Classical Greece, Ithaca, N. Y., Cornell V. P. 1968 $8.95 Esp Ch. VII, "Women in Democratic Athens", p. 151-176
M. I. Finley, The Ancient Greek, Viking Paperback C159, $1.45
J. B. Bury, A History of Greece, N. Y. Modern Library, n. d.
George Thomson, Studies in Ancient Greek Society: the Prehistoric Aegean, N. Y. International, 1949

Protest of Women's Position in Literature

Seminar discussion will focus upon Ibsen's A Doll's House
Henrik Ibsen, Hedda Gabler, Chandler Paperback
Lew Lowenthal, "Henrik Ibsen" in his Literature and the Image of Man, op. cit., p. 167-89

Part IV

The Woman as Artist

Professor Ann Hofstra will lecture on Mary Anne Evans, "George Eliot"
George Eliot, Adam Bede, N. Y., Henry Halt, n. d.
_____, Middlemarch, Penguin, EL2, $1.45
_____, Daniel Deronda, Penguin, EL20, $1.95
_____, Silas Marner, Penguin, EL30, $1.25
Thomas Pinney, ed., Essays of George Eliot, N. Y., Columbia University, P., 1963

Barbara Hardy, The Novels of George Eliot, Oxford V. P. Paperback
_____, Middlemarch, Critical Approaches to the Novel, N. Y., Oxford V. P.
William J. Harvey, The Art of George Eliot, N. Y., Oxford V. P.

The Woman Novelists--The Woman Poet, Sappho, Emily Dickinson--The Woman Intellectual, Margaret Fuller--The Woman Artist, Isadora Duncan: Artist and Author--Biography

Summary of the Course

Deiss' The Roman Years of Margaret Fuller
Schucking, "Shifting of the Position of the Artist", in The Sociology of Literary Taste, p. 19-30
Escarpti, "The Writer in Time" and "The Writer in Society" in Sociology of Literature, p. 21-44

Lecture Citations:

Thomas Pinney, Silly Novels by Lady Novelists, N. Y., Columbia U. P., 1963
Robert N. Wilson, The American Poet: A Role Investigation, Dissertation, Harvard University, 1952
Isadora Duncan, My Life, N. Y. Boni and Liveright, 1927
_____, The Art of the Dance, N. Y., Theater Arts, 1928
Hugh Dalziel Duncan, "The Writers' Role in a New City" in The Rise of Chicago as a Literary Center.... op. cit.
Donald Stouffer, The Art of Biography in Eighteenth Century England, Princeton V. P., 1941
Margaret Fuller, Woman in the Nineteenth Century and Kindred Papers Relating to the Sphere, Condition and Duties of Woman, N. Y., Source Book Press, 1970 (1855), $15.00)
Perry Miller, ed., Margaret Fuller, American Romantic, Selections from Her Writings and Correspondence, Cornell Paperback, CP-100, $2.45

Selma R. Burkom

Kirkland College
Clinton, New York

IMAGES OF WOMEN IN ENGLISH AND AMERICAN LITERATURE

A. Literature 225, 226.

Selected novels pertinent to "the women problem" will be analyzed to the end of answering several questions: (1) how has literature defined "being female"? (2) what has it seen as woman's role in society? (3) what is your (the student's) definition of "being a woman"? The center of talk each semester will be the five assigned novels. Students will be encouraged to respond to the texts rather than rehearsing the views of the authorities. Evaluation will be based on the student's oral and written work. As an adjunct to the readings, each student will write three (3-5 page) papers; hopefully the topics will be related to the basic questions raised by the course.

Assigned reading, Fall semester: Richardson, Clarissa; Austen, Emma; Bronte, Wuthering Heights; Hawthorne, The Marble Fawn; Eliot, Middlemarch. Spring semester: James, Portrait of a Lady; Hardy, Jude the Obscure; Woolf, Mrs. Dalloway; Lawrence, Women in Love; Lessing, The Golden Notebook.

B. The purpose of the course is two-fold: first to increase women's consciousness of self-definition and their role in society; second, to indicate the various definitions and roles suggested for women in literature. The readings are used to generate discussion which is frequently more personal than literary. The papers hopefully serve the same purpose.

C. The course is part of the regular literature offerings in the Humanities Division. There is no Women's Studies program *per se* at Kirkland, a women's college.

D. Student response has been enthusiastic. The women find the questions immediately "relevant" and are motivated to do the sort of self examination/definition which the course hopes to generate. They seem to find the explicit linking of literature and life a sufficient prod to surmounting the difficulties of reading lengthy and complex works. For example, the novel which sixteen out of twenty of the students felt was most valuable was Lessing's *Golden Notebook*. Other works which many felt were key were *Clarrisa*, *Middlemarch*, *Portrait of a Lady*, *and Women in Love*. The "carry-over" from class room to dorm, to "real life" seems high: the women who were most involved in the course have significantly altered their assumptions about vocations, marriage, *etc.*

Lee R. Edwards

University of Massachusetts
at Amherst
English 280, Section 4

Woman as Hero
Fall, 1970

Assignments:

Sept. 15: Introduction
Sept. 22: Samuel Richardson: Clarissa (Riverside)
Sept. 29: Samuel Richardson: Clarissa
Reports: Friedrich Engels: The Origin of the Family. . .
Mary Wollstonecraft: The Rights of Woman. . .

Oct. 6: Jane Austen: Pride and Prejudice (Norton)
Reports: Jane Austen: Emma
Edgar Royston Pike: Human Documents of the Victorian Golden Age

Oct. 13: Charlotte Bronte: Jane Eyre (Riverside)
Reports: Laurence Hatterer: The Artist in Society. . .
Mrs. Gaskell: Life of Charlotte Bronte (the person doing this report should also look at the Life of Charlotte Bronte published recently by Oxford University Press and available in the library.)
Charlotte Bronte: Villetts

Oct. 20: Nathaniel Hawthorne: The Scarlet Letter (Norton)
Reports: Leslie Fiedler: Love and Death in the American Novel
Richard Chase: The American Novel and Its Tradition

Oct. 27: George Eliot: Middlemarch (Riverside)
Reports: Gordon Haight: George Eliot; a biography
John Stuart Mill: The Subjection of Women (and the section on Mill in Gertrude Himmelfarb's Victorian Minds)
Ivy Pinchbeck: Women Workers and the Industrial Revolution

Nov. 3: George Eliot: Middlemarch
Reports: J.A. Banks: Prosperity and Parenthood. . .
J.A. and Olive Banks: Feminism and Family Planning in Victorian England
Madeleine Riley: Brought to Bed

(The three preceding books may be reported on separately, but they might equally be done as one report by some ambitious being.)

Steven Marcus: The Other Victorians
Anon.: My Secret Life (the library has one volume on reserve and I have a paperback abridgement which may be borrowed.)
Ronald Pearsall: The Worm in the Bud. . .
Douglas Hughes (ed.) Perspectives on Pornography

(These four books should probably be done as one report by someone who has a scholarly interest in pornography and in the mostly unreported underside of Victorian life.)

Nov. 10: Henry James: The Portrait of a Lady (Riverside)
Reports: Leon Edel (ed.): The Diary of Alice James
Kate Chopin: The Awakening
John Fowler: The French Lieutenant's Woman
Olive Schraner: Woman and Labor

Nov. 17: Henry James: The Portrait of a Lady
Reports: Theodore Dreiser: Sister Carrie
Aileen Kraditor: Up From the Pedestal
Carl Degler: Out of Our Past
Mary Ellmann: Thinking About Women
A. Bott & I. Clephane: Our Mothers (Borrow my copy)

Nov. 24: Virginia Woolf: Night and Day (Penguin)
Reports: Virginia Woolf: A Room of One's Own (Harcourt Brace)
Virginia Woolf: Three Guineas
Virginia Woolf: A Writer's Diary (Signet)
Herbert Marder: Feminism and Art
Tennyson: The Princess
Patmore: An Angel in the House
Elizabeth Barrett Browning: Aurora Leigh
John Ruskin: Sesame and Lilies

Dec. 1: HOLIDAY

Dec. 8: D. H. Lawrence: Women in Love (penguin)
Reports: Kate Millett: Sexual Politics (Borrow my copy)
George Dangerfield: The Strange Death of Liberal England

(particularly the sections on feminism and women's rights)

Sigmund Freud: The Psychology of Women (In new introd. lectures)

Dec. 14: D. H. Lawrence: Women in Love (Begin reading The Golden Notebook
Reports: John Aldridge: In Search of Heresy

D. H. Cameron: The Rainbow and Aaron's Rod
Hemingway: The Short Happy Life of Francis Macomber

Dec. 22: Doris Lessing: The Golden Notebook (Ballantine)

Carol Ehrlich

University of Iowa

THE FEMALE IN AMERICAN CIVILIZATION

One of the major artifacts created by American man for his civilization has been American woman. Accordingly, this section will examine some prevailing images of the American female as they appear in selected works of fiction by eight noted 19th and 20th century male authors. The depictions of the female will be related to the prevailing legal, social, sexual, and political status of woman in American society.

Reading:

1. Eleanor Flexner, Century of Struggle, N. Y.: Atheneum, 1968 (pb) $3.45
2. Nathaniel Hawthorne, The Blithedale Romance, Dell, $.60
3. Motive, March-April, 1969, Vol. XXIX, Numbers 6 & 7 (Address: P.O. Box 871 Nashville, Tennessee 37202) $1.00
4. Henry James, The Bostonians, Modern Lib. College Edition, 1956 (pb)
5. Sinclair Lewis, Main Street, Signet, $.75
6. Theodore Drieser, Sister Carrie. Signet, 1962
7. Ralph Ellison, Invisible Man, Signet (pb)
8. Saul Bellow, Herzog, Fawcett, 1965 (pb)
9. Norman Mailer, An American Dream, Dell, 1966 $.95
10. Optional: William M. Kephart: The Family, Society and the Individual (2nd ed.) Houghton Mifflin, 1966 $8.25
11. Kurt Vonnegut, Welcome to the Monkey House, (pb) Dell, 1970 $.95

James Ellis

Mount Holyoke College
Spring 1970

"Daughters and Ducats"

I shall, as you might guess, examine the near-chattle status of women in match-making arrangements, and the vicious double-standard accompanying this--most prominently in Restoration comedy. An attempt will be made to determine to what extent the conventional dramatic presentation of the financial and marital situation in each age reflects prevailing legal and social practice. Most of the plays through the 18th century will be comedies, which treat, almost by definition, of marriage; only in the 19th century (with a few exceptions) does marriage begin to become an important theme in serious drama and tragedy. (I am leaving out a great range of treacherous infidelity, etc., in revenge tragedies, to be sure.)

Mary Anne Ferguson

University of Massachusetts/Boston
Spring, 1971

THE IMAGE OF THE WOMAN IN LITERATURE

The purpose of the course is to discover in selected literature the images, archetypes, and stereotypes of women characters, such as the shrew, the bitch, the old maid, the mother, the clinging vine, the seductress and emasculator of men, the idol, the sex object, the helpmeet, the modern free woman, and to discuss the effects of these literary images upon the self-image of actual women today.

Background reading in historical, sociological, and psychological analyses of women's image will be required, but the focus of the course will be upon the literary works themselves. Many short stories and poems will be read since they lend themselves readily to discovering one single emphasis; longer works will be read with every effort to avoid the tendency inherent in a thematic approach to reduce the work of art to a single dimension.

Tentative reading list:

Robert Lifton, ed., The Woman in America, Beacon Press, 1964
Elaine Showalter, ed., Women's Liberation: A Sourcebook of Feminism and Literature, Harcourt, Brace, in press 1970

(These two books include excerpts from many historical, anthropological and psychological works).

Short stories: Chretien de Troyes, The Knight of the Cart, Erec and Enide (abridged); Chaucer, The Miller's Tale, Wife of Bath's Prologue, Clerk's Tale; Sir Gawain and the Green Knight; Hawthorne, Rappacini's Daughter; Henry James, Four Meetings; Fitzgerald, The Last of the Belles; Mary E. Freeman, A New England Nun; Faulkner, A Rose for Emily; Dorothy Parker, Big Blonde; Chekov, The Darling Flaubert, A Simple Heart; Katherine Mansfield, Miss Brill; D. H. Lawrence, The Virgin and the Gypsy.

Plays: Shakespeare, The Taming of the Shrew; Albee, Who's Afraid of Virginia Woolf.

Poems: Petrarch, selected sonnets; Scott, The Lady of the Lake; Coleridge, Christabel; Keats, La Belle Dame Sans Merci; Suckling, Why so Pale?; Browning, My Last Duchess; Frost, Two Witches; Auden, Let me Tell you a Little Story.

Novels: Dan Wakefield, Going All the Way (1970);
Doris Lessing, The Golden Notebook
Flaubert, Madame Bovary
Willa Cather, My Antonia

Nancy Hoffman
(now at Portland State Univ.)

Univ. of Calif./Santa Barbara
English 124 Section 2

WOMEN AND LITERATURE

General view of the problems of women: women alone, divorce, child-rearing economic [in] dependence, sexual freedom, woman as artist, in politics...

Doris Lessing, The Golden Notebook
Children of Violence (series)
Martha Quest
A Proper Marriage
A Ripple from the Storm
Landlocked
The Four-gated City

Background: Betty Friedan, The Feminine Mystique
John Stuart Mill, On the Subjugation of Women
Women in America (essays) ed. R. J. Lifton

Simone De Beauvoir, The Second Sex
The Mandarins
Memoirs of a Dutiful Daughter

In the Second Sex, especially read: Introduction, skim destiny, Myths (X, 2,5,6, and XI), as much of Book Two as you can take, especially The Formative Years (Part IV), Situation (XVI, XVII, XXI), Justifications (XXIII), and Toward Liberation.

in Ulysses, Molly Bloom's soliloquy

Political, intellectual woman--her journalism, her art

Susan Sontag, "Trip to Hanoi" Esquire, Dec. 1968
Deathkit (novel)
Against Interpretation (essays)

Mary McCarthy, Hanoi in NY Review of Books (I, 5/23/68; II, 6/6/68; 6/20/68
The Company She Keeps III--Vol. 10, Nos. 10,11,12; IV,
The Group 7/11/68, Vol. 11, No. 1)
Memories of a Catholic Girlhood

Michele Ray

Jessica Mitford, The American Way of Death
The Trial of Doctor Spock

Women and Mental Illness, Schizophrenia, "Strangeness"

Jennifer Dawson, The HaHa
Hannah Greene, I Never Promised You a Rose Garden
Anais Nin, Diary, A Spy in the House of Love
Francoise Mallet--Joris, A Letter to Myself
Sylvia Plath, The Bell Jar, Ariel (poems)
Anne Sexton, To Live or Die, All My Pretty Ones (poetry)
Simone Weil, Gravity and Grace
Djuna Barnes, Nightwood

Background: R. D. Laing, The Politics of Experience
The Divided Self
John Rosen, Direct Psychoanalysis
Bert Kaplaned. The Inner World of Mental Illness (first person accounts of several women)
Tom Scheff ed. Mental Illness and Social Processes
Barry Stevens (a woman) and Carl Rogers, Person to Person

Examination of Racial-Sexual Oppression analogy (kinds of problems: oppression of blacks, minorities; oppression of women; artistic expression as a result? of oppression--southern white lady writers, south african women writers, Anne Frank, concentration camp expression)

Eldridge Cleaver, Soul on Ice
Ralph Ellison, Invisible Man
LeRoi Jones, The Dutchman
Franz Fanon, The Wretched of the Earth

Carson McCullers, The Heart is a Lonely Hunter
Lillian Smith, Strange Fruit, Killers of a Dream
Doris Lessing, African Stories, The Grass is Singing
Harriet Beecher Stowe, Uncle Tom's Cabin
Nadine Gordimer, The Soft Voice of the Serpent
Olive Schreiner, Stories of an African Farm

Kate Chopin, The Awakening
Elizabeth Bowen, The Death of the Heart
Grace Paley, The Little Distrubances of Man
Christina Stead, The Man Who Loved Children
Penelope Mortimer, The Pumpkin Eater
Dorothy Parker, Here Lies (esp. Big Blonde)

Poetry by Women

Denise Levertov, The Sorrow Dance, O Taste and See,
The Jacob's Ladder
Anne Sexton, Sylvia Plath (gain)
An anthology of Contemporary Poetry
Diana Wakowski
Our own poems

Bohemia in the Twenties and Thirties (London, Paris, New York)

Gertrude Stein, Three Lives, Autobiography of Alice B.
Toklas, Lectures in America
Kay Boyle, Thirty Stories
Djuna Barnes, Nightwood, Spillway, The Antiphon
Anias Nin
Radclyffe Hall, The Well of Loneliness
Colette, Cheri, The Last of Chri, Claudine at School, Claudine
and Annie

Virginia Woolf

A Room of One's Own
A Haunted House and other Short Stories
To the Lighthouse
Mrs. Dalloway
Orlando
A Writer's Diary

Ritta Jo Horsley

University of Massachusetts
Boston

German 396 - Senior Honors Seminar: Images of Woman in German Literature. Spring, 1971,

Open to qualified Seniors in German. The seminar will attempt to discover dominant images, archetypes, and stereotypes of woman in German literature of different periods and selected individual writers. The material will range from the medieval period to the present, although emphasis will be placed on literature from the Age of Goethe to the present.

Topics and readings may include:

- Classical ideals of femininity:

  Goethe: Iphigenie, Tasso
  Schiller: "Würde der Frauen"

- Romantic concepts of love and woman:

  Schlegel: Luzinde

- Woman caught in hypocritical social attitudes:

  Hebbel: Maria Magdalene
  Fontane: Effi Briest
  Hauptmann: Einsame Menschen

- Male chauvinist reactions:

  Nietzsche, Wedekind, George, Freud.

The seminar is being offered jointly by the members of the department and will receive more specific formulation in the coming weeks.

Sheila Houle

Hampshire College
Fall, 1970

ON WOMEN - TEXTS FOR THE SEMINAR

DRAMA

Sophocles. ANTIGONE, trans. Douglas Brown and ed. Christopher Parry. Cambridge University Press, 1969

Henrik Ibsen. A DOLL'S HOUSE, in FOUR MAJOR PLAYS. Airmont Publishing Co., 1966

Edward Albee. WHO'S AFRAID OF VIRGINIA WOOLF. Pocket Books, 1969

FICTION

Jane Austen. EMMA. Airmont Publishing Co., 1966

Janet Lewis. THE WIFE OF MARTIN GUERRE. Swallow Press, 1966

Evan S. Connell. MRS. BRIDGE. Viking Press, 1969

POETRY

Dante. LA VITA NUOVA. Penguin Books, 1969

Elizabeth Barrett Browning. SONNETS FROM THE PORTUGUESE AND OTHER POEMS Paper Books, Funk and Wagnalls, 1967

Sylvia Plath. THE COLOSSUS AND OTHER POEMS. Vintage Books, 1968

_____. ARIEL. Harper and Row, 1965

RELIGIOUS LITERATURE

Any edition of the Old Testament

THE AUTOBIOGRAPHY OF ST. THERESE OF LISIEUX: THE STORY OF A SOUL, trans. John Beevers. Doubleday Image Books, 1957

Simone Weil. GRAVITY AND GRACE. Routledge and Kegan Paul, 1963

Tutorials: Wed. 2-3 p.m. Kitty Duff
3-4 p.m. Sue Howland
Thurs. 2-3 p.m. Maggie Higgs
3-4 p.m. Dave Mucklow

9/24 Course organization; orientation
9/28 TO Women: Books of Ruth, Judith, Esther

10/1 ANTIGONE

10/5 LA VITA NUOVA

10/12 THE WIFE OF MARTIN GUERRE

10/19 EMMA
*10/22 RICHARD III - S. Howland's presentation

10/26 THE DOLL'S HOUSE

11/2 SONNETS FROM THE PORTUGUESE
*11/5 Woman in Black Literature - M. Higgs' presentation

11/9 AUTOBIOGRAPHY OF ST. THERESE OF LISIEUX

11/16 MRS. BRIDGE
*11/19 D. H. Lawrence - K. Duff's presentation

11/23 Sylvia Plath COLOSSUS, ARIEL
11/26 Thanksgiving Vacation

11/30 WHO'S AFRAID OF VIRGINIA WOOLF
*12/3 Herman Hesse - D. Mucklow's presentation

12/7 Simone Weil GRAVITY AND GRACE

*12/10
*12/14 TUTORIAL PRESENTATIONS OF FINAL WORK
*12/17

12/19 Christmas Vacation

Linda Hunt
Department of English

University of Massachusetts/Boston
Fall, 1970

MEN AND WOMEN IN 19TH CENTURY LITERATURE

This section will be oriented towards the examination of men and women in major 19th century literature: their changing roles, self-concepts and attitudes towards one another; special attention will be paid to the concept of femininity.

WOMEN IN REVOLT
Henrik Ibsen - A Doll House
Ghosts

BEFORE NORA: THE FEMININE CHARACTER AND THE CONCEPT OF FEMININE SENSIBILITY
Dr. Gregory - A Father's Legacy to his Daughters
Rousseau - from Emilie Book V
Jane Austen - Pride and Prejudice
Charles Dickens - Bleak House

THE IMPACT OF INDUSTRIALISM AND THE CLAIMS OF THE NATURAL MAN -- AND WOMAN
William Blake - "London"
"And did those feet in ancient time"
"The Chimney Sweeper"
William Wordsworth - "The World is Too Much With Us"
"It Is a Beauteous Evening"
"The Solitary Reaper"
"I Wandered Lonely As a Cloud"
Emily Bronte - Wuthering Heights
Emily Dickenson - poems

THE NEW WOMAN
Henry James - Daisy Miller

THE MYTH OF FEMININE EVIL: MALE FEARS AND FANTASIES

Samuel Coleridge - "Crystabel"
John Keats - "La Belle Dame Sans Merci"
"Lamia"
August Strindberg - The Father
Miss Julie

REFERENCES
Kate Millett, Sexual Politics
John Langdon-Davis, A Short History of Woman Viking Press, N. Y. 1927
Sidney Ditzion, Marriage, Morals and Sex in America

Mary Tyler Knowles Dartmouth College

Comparative Literature
"The Literary Mistreatment of Women"
Spring 1971

THE WAR OF THE SEXES: or the literary mistreatment of women

> "For the husband is the head of the wife, even as Christ is the head of the church: and he is the savior of the body. Therefore as the church is subject unto Christ, so let the wives be to their own husbands in every thing."

So wrote St. Paul in I Corinthians consigning the woman to a subordinate place in the hierarchy of created beings. Many women today complain that little has changed since St. Paul wrote: either they are seen as "moms" without minds, the object of man's sexual pleasure and reproductive instincts, or, if they step out of their "proper" roles, they are seen as masculine "monsters of bitchery." This course will study works by influential male authors such as Flaubert, Tolstoi, Zola, Faulkner, Hemingway, D. H. Lawrence, Albee, Mailer, Miller, Farina, Cleaver, and LeRoi Jones to see to what extent women's criticisms are justified and to consider whether the presence of such chauvinism (if it does exist) does or should affect our final evaluation of the work. We will also want to examine the cultural milieu out of which the work was produced.

Students will also be expected to familiarize themselves with some background material from St. Paul, John Milton (excerpts from Paradise Lost), J. S. Mill (On the Subjugation of Women) Kate Millett on Freud (Sexual Politics, second chap.), Philip Wylie ("Momism from A Generation of Vipers), and Joan Jordan (The Economic Exploitation of Women). And they will be expected to read at least one book written by a female author who deals with women's psychological or social entrapment in a male-dominated society (such as Jane Austen, Virginia Woolf, Doris Lessing, Nikki Giovanni, or Sonia Sanchez).

I selected this topic because of my own interest in the different types of depictions of women by male authors over several centuries and in the cultural milieu that produced them. Certain authors such as Faulkner are able, in some part, to transcend the prevalent attitudes of his culture to render with sympathy the psychological problems faced by his women characters whereas others, such as Hemingway, although skilled in showing the effects of the war on society seems unable to escape his own misogynist bias.

I also believe that the freshmen students need to know more about the possible roles as well as the conflicts women face in what is now still a male-dominated society. I selected Richard Farina's Been Down So Long It Looks Like Up To Me because I discovered in another course last spring that students tremendously admire the "hip" hero of this novel yet I was appalled by his dehumanized treatment of his "women". Students need to be exposed both to great literary works from the past and present as well as to learn to admire humane attitudes towards people as people if we are to have a truly viable society.

I decided not to limit the contents of this course to any single century nor to any single country for as wide an exposure both to the problem and to the literature as is possible is desirable. Time constraints will obviously be a factor in limiting the reading list before the course is given. Any suggestions especially as to contemporary continental authors would be appreciated.

Tentative reading list:

Flaubert, Gustave. Madame Bovary
Tolstoi, Leo. The Kreutzer Sonata
Zola, Emile. Nana
Faulkner, William. Light in August
Hemingway, Ernest. In Our Time or The Sun Also Rises
Lawrence, D. H. Lady Chatterly's Lover or Sons and Lovers/ Women in Love
Albee, Edward. The American Dream
Mailer, Norman. "The Time of Her Time" in Advertisements for Myself
Miller, Henry. excerpt from The Tropic of Capricorn
Farina, Richard. Been Down So Long It Looks Like Up to Me
Cleaver, Eldridge. "White Woman, Black Man" from Soul on Ice
Jones, LeRoi. The Dutchman
Chaucer, Geoffrey, The Clerk's Tale
Aristophanes. Lysistrata
Genet, Jean. The Balcony or The Thieves Journal
Sanchez, Sonia. Poems (published by Broadside Press?)
Giovanni, Nikki. Poems (published ?)
Lessing, Doris. A Woman and Two Men
Strindberg, August. Miss Julie
Ibsen, Henri, The Doll's House, Hedda Gabler

To be further pruned obviously!

Marcia Lieberman
Joan Hall

University of Connecticut
English Dept.

Fall, 1970

Three sections of Women in Literature are currently being taught here, for the first time, under a department catalogue number assigned for courses on special topics; we are enclosing a copy of our proposal to have this course included permanently in the department's curriculum. A proposal has also been submitted for a graduate course.

MARCIA R. LIEBERMAN is teaching one section of the course, English 290 G1, on 18th and 19th century fiction, with this reading list:

de Maupassant, A Woman's Life
Flaubert, Madame Bovary
Defoe, Moll Flanders
Richardson, Clarissa
Beerbohm, Zuleika Dobson
Thackeray, Vanity Fair
Austen, Emma
Eliot, Middlemarch
Meredith, The Egoist
Hardy, Jude the Obscure

JOAN HALL is teaching two sections of the course, English 290 - N1 and P1, on contemporary fiction, with this reading list:

Either Betty Friedan's The Feminine Mystique or
Virginia Woolf's A Room of One's Own, or Mary Ellmann's
Thinking About Women or Kate Millett's Sexual Politics.
D. H. Lawrence, Women in Love.
V. Woolf, To The Lighthouse.
F.S. Fitzgerald, Tender Is the Night.
J. Barth, End of the Road.
J. R. Salamanea, Lilith.
D. Lessing, Golden Notebook.
M. Spark, The Prime of Miss Jean Brodie.
M. McCarthy, The Group.
M. Laurence, Rachel, Rachel.
D. Barthelme, Snow White.
T. Southern, Candy.

Originally, only two sections were projected, each of thirty-five students, but enough students wanted to take the course that another section was opened. These courses are lecture/discussion courses, and the students are lively, responsive and interested.

Wendy Martin
Department of English

Queens College
City University of New York

THE FEMININE MYSTIQUE IN AMERICAN FICTION

This course will analyze the treatment of women in selected novels and short stories in an effort to determine the range and types of feminine stereotypes (Earthmother, Martyr, Fallen Woman, Helper or Home-Maker) in American fiction. Since there are few women (in fact, no women) in American fiction whose lives are self-actualizing (i.e. who have identities which are not totally dependent on men), we will attempt to analyze the social, economic, and literary reasons why women are presented as passive creatures rather than human beings who lead challenging or even risk-taking lives. In our discussion, we will contrast the lives of fictional heroines with the lives of Elizabeth Cady Stanton, Fanny Wright, Amelia Earhart, Margaret Fuller and their twentieth-century counterparts in an effort to determine why ever since the first best-seller was written by Susanna Rowson in 1798, American fiction has not reflected the lives of women as they really are or could be.

Susanna Rowson, Charlotte Temple
N. Hawthorne, Scarlet Letter, Blithedale Romance
Henry James, Portrait of a Lady, The Bostonians
Edith Wharton, Age of Innocence
Kate Chopin, The Awakening
E. Hemingway, Farewell to Arms
N. Mailer, The American Dream
John Barth, Endof the Road
John Updike, Couples
Joyce Carol Oates A Garden of Earthy Delights
Mary McCarthy, The Company She Keeps
Alison Lucis, Love and Friendship
short stories by Eudora Welty, K. Mansfield, Willa Cather, My Mortal Enemy

Supplementary Reading:

Kate Millett, Sexual Politics
Betty Friedan, The Feminine Mystique
Ian Watt, Rise of the Novel
James Hart, The Popular Novel: A History of American Literary Taste

Lecture/Symposium Topics for The Feminist Movement

Introduction to the History of Women in the United States and Europe
Legal Status of Women
Women and Work
Higher Education for Women
A Psychoanalyst Looks at Women
Dialectic of Love and Marriage
Biological Study of Men and Women
Abortion (symposium including speakers from health collectives, abortion clinics--counsellors, doctors, nurses)
Alternate Life-Styles (speakers from woman's commune, Radical Lesbians, single professional women and divorced women).
Child-Care Centers
Women in Politics

The New Feminist Theatre
Third World Women
Image of Women in Art and Literature
Women in Other Cultures
Future Perspectives: Radicalizing Women

The course will consist of a weekly two hour symposium or lecture(s) on the above topics and one small section meeting for one hour to discuss topics suggested by the lectures or symposia as well as the reading material listed below. Students should keep a journal recording their response to the course and the ways in which concepts affect academic and social life.

Required: On Reserve in the Library
Sexual Politics: Kate Millett
The Feminine Mystique: Betty Friedan
A Century of Struggle: Eleanor Flexner
Sisterhood is Powerful: Robin Morgan, Editor
Born Female: Caroline Bird
American Women, The Report of the President's Commission on the Status of Women

Supplementary Reading:
The Dialectics of Love: Shulamith Firestone
A Woman's Place: Cynthia Epstein
The Development of Sex Differences: E. Macoby
Academic Women: Jessie Bernard
Male and Female: Margaret Mead
Sex and Temperament: Margaret Mead
Everyone Was Brave: William O'Neill
The Woman in America: Robert Lifton
Thinking About Women: Mary Ellman
Talking to Women: Nell Dunn
A Vindication of the Rights of Woman: Mary Wollstonecraft
On Women, J. S. Mill
The Second Sex: Simone de Beauvoir
The Woman Question: Selection from Marx and Engels

Joyce Nower

WOMEN WRITERS

San Diego State College
Fall, 1970

Date	Article	Fiction etc.	Presentation	Suggested Topics
9/21	Introduction: Organization of course, organization of Women's Studies Program			
9/28	Notes: 32,48,103,108 Freidan: Chs. 1,12,13. (DeBeauvoir: Sections II, VII).	(All articles)	Perspectives:	Third World New Forms Racism Sexism Equal rights Power Sexuality
10/5	Notes: pp. 49-53. (Hernton: Sex and Racism in America Paper on effects of oppression.	E. Conrad, Rock Bottom		Third World Woman
10/12	Same as above	A. Petry, The Street		Third World Woman
10/19	Notes: Articles on pp. 68,72. (deBeauvoir: Essays on pp. 400,541,639.	K.A. Porter, The Old Order		The "strong woman"; Black-White interaction
10/26	Notes: Articles on pp. 10,28,68,72 Freidan: Chs. 2,3,9	K. Boyle, Thirty Stories (selections to be announced)		Varieties of human relationships
11/2	Notes: Articles on pp. 42, 37, 83 Freidan: Chap. 5	A. Jellicoe, The Knack		Sexuality
11/9	Notes: Article on p. 16. Freidan: Ch. 5 (deRougemont: Love in the Western World) (deBeauvoir: Essay on p. 456.)	M. Durass, Four Novels: Ten-Thirty on a Summer Evening; Moderato Cantabile		Love
11/16	(deBeauvoir: Essays on pp. 379,541	S. Jackson, The Magic of Shirley Jackson: (to be announced)		Alienation
11/23		S. Jackson (cont.)		
11/30	Notes: pp. 51-53, 114, 10. (deBeauvoir: Essays on pp. 400 and 456.) (Reread pp. 60-75.)	G. Mistral, Selected Poems A. Akhmatova, Selected Poems		Mother-child Revolution

Date	Article	Fiction etc.	Presentation	Suggested Topics
12/7	Notes: Article on p. 101	R. Owens, Futz and What Came After		The Stranger
12/14	Notes: Articles in Section on Organizing. Friedan: Ch. 14.	S. Plath, Ariel Alfonsina Storni (dittoes)		Anger
1/4	Notes: Article on p. 76 (deBeauvoir: pp. 630, 639.)	A. Sexton, Live or Die		Live or die

Reading List

Akhmatova, Anna	Selected Poems, Penguin
Boyle, Kay	Thirty Stories, New Directions
Conrad, Earl	Rock Bottom, International
Duras, Marguerite	Four Novels, Grove Press
Firestone, Shulamith, ed.	Notes from the Second Year, Radical Feminism
Friedan, Betty	The Feminine Mystique, Dell
Jackson, Shirley	The Magic of Shirley Jackson, Farrar, Straus, Giroux
Jellicoe, Ann	The Knack, The Sport of My Mad Mother, Dell
Mistral, Gabriel	Selected Poems, Indiana University Press
Owens, Rochelle	Futz and What Came After
Petry, Ann	The Street, Pyramid
Plath, Sylvia	Ariel
Porter, Katherine Anne	The Old Order, Harvest
Sexton, Anne	Live or Die, Houghton, Mifflin

Recommended Background Reading List (Optional)

deBeauvoir, Simone	The Second Sex
Flexner, Eleanor	Century of Struggle
Graves, Robert	The White Goddess
Hernton, Calvin	Sex and Racism in America
Millett, Kate	Sexual Politics

Writers' Diaries

Colette	Diaries
Nin, Anais	Diaries
Woolf, Virginia	Diary

Additional Recommended Authors

Doris Lessing, The Golden Notebook, Ballantine
Elizabeth Bowen, The House in Paris, The Death of the Heart, Vintage
Katherine Mansfield, Stories, Vintage
Carson McCullers, The Ballad of the Sad Cafe, Bantam
Flannery O'Connor, A Good Man Is Hard To Find, Signet
Gertrude Stein, Three Lives, Vintage (Caution: Racist)
Sigrid Undset, Kristin Lavrensdatter, Pocketbook
Djuna Barnes, Nightwood, New Directions
Eudora Welty, Thirteen Stories, Harvest
Selma Lagerlof, The Story of Gosta Berling, Signet
Simone de Beauvoir, She Came to Stay, Dell; The Woman Destroyed, Putnam
Virginia Woolf, Mrs. Dalloway, Harcourt, Brace, World; Orlando, Signat
Isak Dinesen, Winter's Tales, Vintage
Colette, Cheri
Murasaki, The Tale of Genji, Modern Library
Bella Akmadulina, Fever and Other New Poems, Apollo
Gwendolyn Brooks, Selected Poems, Harper
Mary Barnard, tr., Sappho, University of California Press

Joyce Nower

San Diego State College
Fall, 1970

WOMEN'S STUDIES 150 A: FEMALE CHARACTERS

Date	Article	Fiction etc.	Presentation	Suggested Topics
9/22			Introduction: Organization of course and WS program	
9/20	Notes: Articles on pp. 32,48,103,108 Friedan: Chs. 1,12,13. (deBoauvoir: Sec. II and VII.)		Perspectives:	Third World New Forms Racism Sexism Equal Rights Power Sexuality
10/6	Notes: pp. 50-53 (Hernton: Sex and Racism in America) (Paper on effects of oppression.)	A. Petry, The Street E. Conrad, Harriet Tubman		Third World Woman
10/13		Same as above		
10/20	Notes: Articles on pp. 10,28,68,72. Friedan: Chs. 2,3,9. (deBeauvoir: Above sections)	H. Ibsen, Four Major Plays: Doll's House, Hedda Gabbler		Socialization Process of Women
10/27	Notes: Article on p. 16 Friedan: Ch. 5 (deRougemont: Love In the Western World)	D.H. Lawrence, The Man Who Died		The myth of woman
11/3	(deBeauvoir: Essays on pp. 200,603)	D.H. Lawrence, Lady Chatterly's Lover		The myth of woman
11/10	Notes: Articles on pp. 42,83 Friedan: Ch. 13	A. Strindberg, Miss Julie (DHW) Lorea, House of Bernanda Alba (DHW)		Class and sex Repression-self-destruction Woman and nature Alienation of body and mind
11/17	(deBeauvoir: pp. 60-75)	J. Toomer, Cane		
11/24		Continue above.		
12/1	Notes: Articles in section on Organizing Friedan: Ch. 14	M. Gorky, The Mother		A view of a revolutionary woman
12/7	(deBeauvoir: Essay on p. 640.)	A. Chekhov, The Major Plays: Three Sisters* or (DHW) Cherry Orchard		The springs of inertia

Date	Article	Fiction etc.	Presentation	Suggested Topics
12/5	deBeauvoir p. 379	G.B. Shaw, Major Barbara		Woman and "reality"
1/5	"	Shaw, St. Joan		A new heroine?
1/12		Arbuzov, It Happened in Irkutek		Idealization

Selections

Chekhov, A. The Major Plays, signet.
Conrad, E. Harriet Tubman, International
Friedan, B. Feminine Mystique, Dell.
Firestone, S. Notes from the Second Year, Radical Feminists
Gorky, M. The Mother, Collier
Ibsen, H. Four Major Plays, Signet
Lawrence, D.H. Lady Chatterley's Lover
Saint Mawr, The Man Who Died, Vintage
Petry, Ann The Street, Pyramid
Shaw, G.B. Saint Joan, Penguin
Toomer, J. Cane
Weiss, ed. Drama in the Modern World

Optional Reading List

de Beauvoir, Simone The Second Sex****
Flexner, Eleanor Century of Struggle
Graves, Robert The White Goddess
Hernton, Calvin Sex and Racism in America
Millet, Kate Sexual Politics

Dorothy Redden Douglass College

Coming of Age. . .
Fall 1970

TEXTS in order of discussion:

Jane Austen (1775-1817)
Northanger Abbey (1798) (Signet)

Henry James (1843-1916)
What Maisie Knew (1897) (Anchor)

SHORT PAPER on Austen _or_ James novel (Frid., Oct. 2)

E. M. Forster (1879-1970)
A Room With a View (1908) (Vintage)

Elizabeth Bowen (1899-)
The Death of the Heart (1938) (Vintage)

SHORT PAPER on Forster _or_ Bowen novel (Fri., Oct. 23)

ELECTIONS (Oct. 26-Nov. 4)

William Faulkner (1897-1962)
The Sound and The Fury (1929) (Vintage)

SHORT PAPER on _one_ of Faulkner sections (Fri., Nov. 20)

THANKSGIVING (Nov. 26-29)

Katherine Anne Porter (1890-)
Pale Horse, Pale Rider (1939) (Signet)

SHORT PAPER on _one_ Porter stories (Fri., Dec. 11)

Carson McCullers (1917-1967)
The Member of the Wedding (1946) (Bantam)

CHRISTMAS (Dec. 23-Jan. 3)

Gwendolyn Brooks (1917-)
Maud Martha (1953) (Popular Library)

FINAL EXAM and/or Tillie Olsen's _Tell Me a Riddle_

Please keep up to date on reading, and bring current book to class.

Lillian Robinson
Department of Literature

Massachusetts Institute of Technology
Fall, 1970

THE SEXUAL ORDER

September 17th -- Popular culture: music*

September 24th -- Popular culture: ads, periodicals*

*See Popular Culture assignment sheet for specific readings & listings

Popular Culture: October Playboy--October True Confessions--September Ladies Home Journal--"J" The Sensuous Woman

Optional: Any issue of any "Bride's" magazine--Current issue of Vogue--Confession Magazines "on reserve" in my office

October 1st -- Freud, CIVILIZATION AND ITS DISCONTENTS
Xerox material on Freud
Naomi Weisstein, Kuche, Kinde Kirche as Scientific Law:
Psychology Constructs the Female
Mary McCarthy, 'The Tyranny of the Orgasm' in ON THE CONTRARY
Optional: Ann Koedt, 'The Myth of the Vaginal Orgasm' with supplement:
Nancy Mann, 'Fucked-Up in America'
Herbert Marcuse, EROS AND CIVILIZATION
Wilhelm Reich, THE FUNCTION OF THE ORGONE

October 8th -- Philip Roth, PORTNOY'S COMPLIANT
John Cheever, 'An Educated American Woman' in THE BRIGADIER AND THE GOLF WIDOW

October 15th and 22nd --
Colette, THE VAGABOND
Pavese, AMONG WOMEN ONLY
Doris Lessing, 'One Off the Short List'

November 5th --Eugene O'Neill, DESIRE UNDER THE ELMS
Frederick Engels, THE ORIGIN OF THE FAMILY, PRIVATE PROPERTY AND THE STATE

November 12 --Margaret Mead, MALE AND FEMALE
SEX AND TEMPERAMENT IN 3 PRIMITIVE SOCIETIES
(excerpts will be assigned)

November 13 --Selections from ANALYSIS OF HUMAN SEXUAL RESPONSE
Something like LOVE WITHOUT FEAR
A book of Pornography

December 3 --GUSTAVE FLAUBERT, MADAME BOVARY
Mary Renault, THE CHARIOTEER

December 10 and 17 --Mary Wollstonecraft, VINDICATION OF THE RIGHTS OF WOMAN
John Stuart Mill, ON THE SUBJECTION OF WOMEN
Virginia Woolf, THREE GUINEAS
Margaret Benston, 'The Political Economy of Women's Liberation'
Juliet Mitchell, 'Women: The Longest Revolution'
Laurel Limpus, 'Sexual Repression and the Family'
Other pamphlets to be specified
Marx and Engels, THE COMMUNIST MANIFESTO

What am I doing teaching Women's Studies in a men's college? Substantial recent gains in female enrollment have raised the proportion of undergraduate women at MIT to 7.8%. Invidious distinctions are constantly drawn not only between male and female students, but between MIT "coeds" and (real) girls. Despite cross-registration from Wellesley, it is not unusual--though no longer the norm--for a class to contain no women at all.

More than half my students in "The Sexual Order" are female, but the nature of the course is largely determined by the male-dominated institution that surrounds it. MIT is, of course, a "university polarized around science." This peculiarity has also contributed to the way the course works. With their strong background in science, MIT students are most responsive to a discursive, objective approach to cultural phenomena. They are less willing to make the connections between social and personal experience or to recognize intellectual discipline and rigor in non-scientific areas. I have the impression that students take the course most seriously when it is concerned with broad cultural questions, but react with defensive jocularity when it comes closer to their own lives.

"The Sexual Order" is a Literature elective in the Department of Humanities. Its subject matter necessarily crosses disciplinary boundaries, but the kind of cultural criticism I am concerned with is rooted in literary tradition. The course proceeds as an examination of some central sexual myths. Literature is both the source and the reflection of those myths. I think I have a tendency to vacillate between close reading of particular texts and sweeping cultural syntheses--result of the contradiction between literary training and the limits of a single isolated course.

"Sex" in this course has three related meanings: sexual identity, sexuality, and political relations. The title, I think, embraces all three. We begin by considering popular culture--advertising, song lyrics, mass circulation magazines, The Sensuous Woman--and the myths they embody. ("Myth" is used throughout as a literary category, not a moral stricture or a euphemism for "untruth.") The first block of "serious" reading is about Freudianism; it includes Civilization and its Discontents and some minor works of Freud, along with Naomi Weisstein's "Kuche, Kinde, Kirche as Scientific Law: Psychology Constructs the Female" and Mary McCarthy's "The Tyranny of the Orgasm." Supplementary materials I recommend are Marcuse's Eros and Civilization, works of Wilhelm Reich, and Ann Koedt's "The Myth of the Vaginal Orgasm." Two literary works that follow illustrate both the influence of Freudianism and the dangers of generalizing about those influences; they are Philip Roth's Portnoy's Complaint and John Cheever's "An Educated American Woman."

In the next section of the course, we look at a few books that show isolated women reacting to social stereotypes. Colette's The Vagabond, Cesare Pavese's Among Women Only and Doris Lessing's "One Off the Short List" are the texts here.

On the whole, the approach is influenced by cultural anthropology, a direction that becomes explicit in the next unit, where we read O'Neill's Desire Under the Elms, Engels' The Origin of the Family, and two major studies by Margaret Mead. The approach carries over into the material about sexuality, which includes the Brechers' Analysis of Human Sexual Response (popularization and critiques of Masters and Johnson), a contemporary marriage manual, Flaubert's Madame Bovary, and Mary Renault's The Charioteer.

The course ends with readings about sex and politics: the classic essays by Mary Wollstonecraft and J. S. Mill, Virginia Woolf's Three Guineas, and a number of recent pamphlets. Pressure of time has forced me to cut out a unit I was very

much interested in--tentatively titled "Sex and High Culture." Reading here included Virginia Woolf's A Room of One's Own and an essay of my own about it, Kenneth Clark's The Nude, Kate Millett's Sexual Politics and some sixteenth century love sonnets.

Films are shown in connection with the course, but none of them has been the topic of a whole class discussion. My original list (abridged by the realities of non-commercial distribution) included The Sheik, It Happened One Night, Lady in the Dark, and Elvira Madigan. Guests have attended class to give us the benefit of their expertise; we have had a critic doing a book on Pavese, an anthropologist to talk about the family, an art historian to lecture on Delacroix's nudes, and the September Playmate. (It is a hard class for a guest because the 40-odd members have developed a kind of solidarity that promotes discussion and discourages lecturing.) One class is being planned and run by students from the Gay Liberation Front. Informal gatherings take place from time to time, and the class is going away together for a discussion weekend in Vermont.

Student "input" consists in active class participation, plus a substantial term project. Many of these projects are traditional literary subjects explored from a new angle: stereotypes or reversals of sexual roles in the work of a particular novelist or playwright; a few papers are applying similar questions to films, painting or music. A number of students are keeping journals about their own experiences with the reading--something I hesitated to make a requirement but was pleased to encourage. Several male students are writing about different aspects of the socialization of men; one is studying collective child-rearing experiments. Taking a lead from Pavese, one man is attempting a work of fiction from the female point of view. A graduating history major is writing about the decline of American feminism. Some are working on "creative" projects: a photographic essay for one, a film for another couple, and a (Joycean) pornographic novel for a team of two writers and an illustrator.

Joanna Russ

Cornell University
Spring, 1971

WOMEN AND LITERATURE

Lectures

1. Images of women in fairy and folk tales--Alison Bishop

2. Pattern of little womanhood in classical children's literature--Patricia Latham

3. The conception of women in English Medieval and Renaissance literature--Michael Kaufman

4. Male society and female irony: the novels of Jane Austen--Douglas Archibald

5. Jane Eyre's descendents: the Gothic novel--Joanna Russ

6. Women in Hawthorne's fiction--Dan McCall

7. Feminine types in the fiction of Harold Frederic--Jean Blackall

8. Civilization and madness: literature of the American frontier--Frances Waller

9. The "Woman Question" in late 19th century America: Adams and James--Cushing Strout

10. Love and death in Western literature--Linda Finlay

11. Respectability and success in a changing society: The House of Mirth and Sister Carrie--Howard Kaye

12. Henry James's Portrait of a Lady--Jonathan Bishop

13. Jean-Paul Sartre and the second sex--Dorothy McCall

14. The independent woman in the fiction of Mary McCarthy and Doris Lessing--Sheila Tobias

Reading List

1. (A. Bishop) Required: Grimm's Fairy Tales (best known ones)
One of the following:

Fitzgerald, Tender Is the Night
Roth, Portnoy's Complaint
Forster, Howards End

On Reserve: Several books of fairy and folk tales

2. (P. Latham) Required: Alcott, Little Women

On Reserve: Pollyanna
The Secret Garden
The Fairchild Family
Wilder, The Little House on the Prairie
Peter Coveney, The Image of Childhood

3. (M. Kaufman) Required: The Taming of the Shrew
Much Ado About Nothing

On Reserve: Eileen Powers, "The Position of Women" in The Legacy of the Middle Ages

Blanche Dow, The Varying Attitudes Toward Women in French Literature
Chilton Powell, English Domestic Relations
Francis Utley, The Crooked Rib
Louis B. Wright, Middle Class Culture in Elizabethan England
Edward Westermarck, A Story History of Marriage

4. (D. Archibald) Required: (one of the following)
Jane Austen, Pride and Prejudice
Emma
Persuasion

5. (J. Russ) Required: Bronte, Jane Eyre

One contemporary Gothic novel by an author such as Victoria Holt

6. (Dan McCall) Required: Hawthorne, The Scarlet Letter or
The Blythedale Romance

7. (J. Blackall) Required: Harold Frederic, The Damnation of Theron Ware

8. (F. Waller) Required: Hamlin Garland, Son of the Middle Border

On Reserve: Rolvaag, Giants in the Earth
Stegner, The Big Rock Candy Mountain
Wister, The Virginian

9. (C. Strout) Required: Henry Adams, Esther or
Henry James, The Bostonians

On Reserve: Lasch, The New Radicalism in America (Chapter on "Woman as Alien")
Stegner, The Sound of Mountain Water (ch. 3, pt II)
Strout, "Personality and Cultural History in the Novel: Two American Examples" (New Literary History, I, 3, 1970

10. (L. Finlay) Required: Denis de Rougement, Love in the Western World

On Reserve: Malraux, Man's Fate
The Temptation of the West
Joseph Bedier, The Romance of Tristan and Iseult

11. (H. Kaye) Required: Dreiser, Sister Carrie or
Wharton, The House of Mirth

12. (J. Bishop) Required: Henry James, Portrait of a Lady

13. (Dorothy McCall)
Required: de Beauvoir, The Second Sex (selected chapters)
One of the following:

Jean-Paul Sartre, Nausea
The Flies
Anti-Semite and Jew

14. (S. Tobias) Required: Mary McCarthy, The Group or
Doris Lessing, The Golden Notebook

Patricia Spacks

Wellesley College
English Department
Semester I, 1970-71

WOMEN WRITERS AND WOMEN'S PROBLEMS

Reading will concentrate on the works of such writers as those listed below, with a focus on personal (as opposed to political) views of feminine problems. Although the reading will not necessarily follow a historical sequence, there will be some effort to ascertain the relevance of varying social contexts to the ways in which women have understood themselves. But the shape of the course will depend on the class itself: students will take a good deal of responsibility for the conduct of classes, and student interest and participation will largely determine the range of reference and concern.

POETS

Anne Finch, Countess of Winchilsea
Elizabeth Barrett Browning
Christina Rosetti
Emily Dickinson
Elinor Wylie
Edna St. Vincent Millay
Sylvia Plath
Anne Sexton

WRITERS OF LETTERS, JOURNALS, MEMOIRS

Dorothy Osborne
Lady Mary Wortley Montagu
Hester Thrale Piozzi
Fanny Burney
Dorothy Wordsworth
Lillian Hellman
Mary McCarthy

FICTION WRITERS

Fanny Burney (Evelina)
Jane Austen
Charlotte Bronte
Emily Bronte
George Eliot
Kate Chopin (The Awakening)
Virginia Woolf
Doris Lessing
Mary McCarthy
Katherine Anne Porter
Eudora Welty
Tillie Olson
Joyce Carol Oates

This is in no sense a definitive "reading list," only some suggestions.

Sept. 28	Ellen Willis, Up From Radicalism: A Feminist Journal (duplicated)
	Margaret Cavendish, Duchess of Newcastle, A True Relation of My Birth, Breeding and Life (duplicated)
	Mary McCarthy, Memories of a Catholic Girlhood
Oct. 5	Mary McCarthy, The Company She Keeps
Oct. 12	Poems (duplicated): Anne Bradstreet, Anne Pinch, Countess of Winchilsea, Emily Dickinson, Elinor Wylie
Oct. 19	George Eliot letters (duplicated); George Eliot, The Mill on the Floss
Oct. 26	Assorted letters and diaries (duplicated and on reserve)

Dec. 7	Doris Lessing, The Golden Notebook
Dec. 14	Final discussion

SOME IMPORTANT WORKS BY AND ABOUT WOMEN

Louisa May Alcott, Little Women (Airmont, 95¢)

*Jane Austen, Persuasion (Airmont, 50¢)
Emma (Airmont, 50¢)

Simone de Beauvoir, Prime of Life (Lancer, $1.25)

*Charlotte Bronte, Shirley (Popular Library, $1.25)
Jane Eyre (Airmont, 60¢)

Emily Bronte, Wuthering Heights (Airmont, 50¢)

*Kate Chopin, The Awakening (Capricorn, $1.65)

Fanny Burney, Evelina (Norton, $1.95)

*Colette, Earthly Paradise (Sunburst, $2.65)

Emily Dickinson, Selected Poems and Letters (Anchor, $1.45)

Isak Dinesen, Out of Africa

Maria Edgeworth, Belinda

Mary Ellman, Thinking About Women

Journal of Charlotte L. Forten: A Free Negro in the Slave Era (Collier, $2.45)

*Elizabeth Gaskell, Mary Barton (Norton, $1.96)
Wives and Daughters (Penguin, $2.75)

Ellen Glasgow, The Sheltered Life
Vein of Iron (Harbrace, 95¢)

Mattie Griffiths, Autobiography of a Female Slave (Mnemosyne, $3.50)

*Lillian Hellman, An Unfinished Woman

Diary of Alice James (Apollo, $1.95)

Child of the Dark: The Diary of Carolina Maria de Jesus (Signet, 75¢)

Amy Lowell, Poems

*The Story of Mary MacLane

The Complete Letters of Lady Mary Wortley Montagu

Letters of Dorothy Osborne

Katherine Ann Porter, Flowering Judas and Other Stories (Signet, 95¢)

Adrienne Rich, Necessities of Life (Norton, $1.95)

Anne Sexton, Love Poems (Houghton Mifflin, $1.95)

*Jean Stafford, Collected Stories (Sunburst, $2.95)

E. P. Stewart, Letters of a Woman Homesteader (Bison, $1.25)

Harriet Beecher Stowe, The Minister's Wooing

Elizabeth Taylor, In a Summer Season

Hester Thrale, Thraliana

Mary Webb, Precious Bane

*Virginia Woolf, To the Lighthouse (Harvest, $2.45)
The Voyage Out (Harvest, $2.45)
A Writer's Diary (Signet, $1.25)

Elaine Showalter

Douglass College

The Literature of Women's Liberation
Fall 1970

SYLLABUS

Part I: Feminist Literature of the 1960-s; consciousness and history

September
15 - Introduction
18 - Friedan, The Feminine Mystique. Backgrounds of the movement.
22 - Friedan
25 - Friedan
29 - Ware, Womanpower. History of the WLM; Black womens' lib

October
2 - Ware. Rap session with Cellestine Ware.
6 - Notes from the Second Year. NY Radical Feminists
9 - Feminist manifestos
13- Female sexuality: articles by Joline, Koedt; recommended:
Masters and Johnson, Human Sexual Response
16- Rap session on female sexuality, with Joyce Walstedt, psychotherapist

Part II: Literature by and about women, 1920-1970

20- Sinclair Lewis, Main Street
23- Lewis

November
3 - Lewis
10- Mary McCarthy, The Group
13- McCarthy
17- McCarthy
20- Evan Connell, Mrs. Bridge
24- Connell

December
1 - Rap session with WLM members
4 - Sylvia Plath, Ariel
8 - Plath
11- Plath
15- Anne Sexton, poems
18- Synthesis
22- Synthesis

Three papers will be required: there will be no final exam.
Paper 1: October 9. Analysis of advertising for women
Paper 2: December 1. Analysis and criticism of the literary treatment of a theme or character relating to women's status.
Paper 3: Due after Xmas recess. Discussion of an aspect of your personal experience which has shaped your attitudes as a woman; or criticism of an aspect of your education which has limited you as a woman

Required:

Betty Friedan - The Feminine Mystique
Sinclair Lewis - Main Street
Mary McCarthy - The Group
Evan Connell - Mrs. Bridge
Margaret Drabble - Thank You All Very Much
Sylvia Plath - Selected Poems
Cellestine Ware, Womanpower; Notes from the Second Sex

Recommended:

I. Background

Caroline Bird - Born Female
William O'Neill - Everyone Was Brave
Masters and Johnson - Analysis of Human Sexual Response
Lawrence Lader - Abortion
Robert Lifton - The Woman in America
Ellen Willis - Up from Radicalism: A Feminist Journal. US, Issue 2.
Kate Millett - Sexual Politics. In New American Review 7.
Simone de Beauvoir - The Second Sex
Mary Ellmann - Thinking About Women
Andrew Sinclair - The Emancipation of American Women
Alfred Kinsey - Sexual Behavior in the Human Female
Margaret Mead and Frances Kaplan, eds. - American Women: The Report of the President's Commission on the Status of Women. 1965

II. Autobiography

Mary McCarthy - Memories of a Catholic Girlhood
Anais Nin - The Diary of Anais Nin
Ellen Glasgow - The Woman Within
Lillian Hellman - An Unfinished Woman
Beatrice Webb - My Apprenticeship
Jon and Rumer Godden - Two Under the Indian Sun

III. Novels by Women: 20th Century

Doris Lessing - Martha Quest
A Proper Marriage
The Golden Notebook
Virginia Woolf - Mrs. Dalloway
To the Lighthouse
Margaret Drabble - Jerusalem the Golden
The Waterfall
The Garrick Year
Alison Lurie - Love and Friendship
Real People
The Nowhere City
Kathryn Perutz - The Garden
May Sarton - The Small Room
Shirley Jackson - Hangsmen

Mary McCarthy - The Company She Keeps
The Groves of Academe
A Charmed Life
Maxine Kumin - The Passions of Uxport
Sylvia Plath - The Bell Jar
Paule Marshall - The Chosen Place, the Timeless People
Sarah E. Wright - This Child's Gonna Live
Joyce Carole Oates - Them
Expensive People
Edna O'Brien - The Girl with Green Eyes
Nell Dunn - Up the Junction
Poor Cow
Talking to Women
Penelope Mortimer - The Pumpkin Eater
Iris Murdoch - A Severed Head
The Unicorn

IV. Novels by Women - 19th Century

Olive Schreiner - Story of An African Farm
George Eliot - The Hill on the Floss
Middle-march
Daniel Deronda
Charlotte Bronte - Jane Eyre
Shirley
Villette
Louise May Alcott - Little Women
Elizabeth Gaskell - Wives and Daughters
Cranford

V. Novels by Men

John Updike - Couples
John Barth - The End of the Road
Philip Roth - Letting Go
Norman Mailer - The American Dream
D. H. Lawrence - Sons and Lovers
Lady Chatterley's Lover
John Fowles - The French Lieutenant's Woman
Lawrence Durrell - Justine
Clea

VI. Poems, Plays Belles Lettres

Sylvia Plath - Ariel
Anne Sexton - All My Pretty Ones
Live or Die
Love Poems
Edward Albee - Who's Afraid of Virginia Woolf
The American Dream
Tennessee Williams - Suddenly Last Summer
Baby Doll
Streetcar Called Desire
Lorraine Hansberry - Raisin in the Sun
Lillian Hellman-The Children's Hour
Toys in the Attic
The Little Foxes
Virginia Woolf-A Room of One's Own

Elaine Showalter

Douglass College

THE WOMAN WRITER IN THE TWENTIETH CENTURY
Spring 1971

Syllabus

1. Women and the Literary Marketplace, 1850-1900

   Patricia Thomson, The Victorian Heroine: A Changing Ideal.
   Helen Papashvily, All the Happy Endings.
   Louis Auchincloss, Pioneers and Caretakers: A Study of Nine American Women Novelists. (Delta paperback)

2. The Woman Writer: Stereotypes and Traditions

   G.H. Lewes, "The Lady Novelists," Westminster Review, 1852.
   J.S. Mill, The Subjection of Women, Chap. III
   *Virginia Woolf, A Room of One's Own (Harcourt, Brace)

3. American Women Writers and the Feminine Ideal: Sexual Rebellion 1890-1920

   Sarah Orne Jewett, A Country Doctor.
   Mary Austin, A Woman of Genius.
   *Kate Chopin, The Awakening. (Capricorn)

4. The Suffrage Movement

   David Mitchell, The Fighting Pankhursts.
   William O'Neill, Everyone Was Brave: The Rise and Fall of Feminism in America.
   Mary Johnston, Hagar.
   *Ellen Glasgow, The Woman Within.

5. English Women Writers and the Feminine Ideal: Impressionism

   *Virginia Woolf, Mrs. Dalloway. (Harcourt, Brace)
   Katherine Mansfield, selected stories
   Dorothy Richardson, Pilgrimage.

6. American Women Writers: Expatriates and Rebels, 1920-1930

   Djuna Barnes, Nightwood.
   Gertrude Stein, The Autobiography of Alice B. Toklas.
   *Edna St. Vincent Millay, poems and letters

7. Regionalism

   Willa Cather, My Antonia.
   Ellen Glasgow, Barren Ground.
   Elizabeth Madox Roberts, The Time of Man.

8. The Influence of Marx and Freud

*Mary McCarthy, The Company She Keeps (Dell).
The Group (Dell).
*Lillian Hellman, An Unfinished Woman.
Doris Lessing, The Golden Notebook.

9. The Neo-Gothic School of Southern Regionalists

*Carson McCullers, Member of the Wedding.
Flannery O'Connor, A Good Man is Hard to Find.
Shirley Ann Grau, The Black Prince.
Katherine Anne Porter, The Leaning Tower.

10. Black Women Writers

*Lorraine Hansberry, Raisin in the Sun.
Gwendolyn Brooks, poems.
Nikki Giovanni, poems.

11. Development of New Feminine Consciousness: American Women Poets

*Sylvia Plath, Ariel.
The Bell Jar.
Anne Sexton, Live or Die.
Love Poems.
Denise Levertov, Jacob's Ladder.
Diane Wakoski, In the Blood Factory.

12. New Feminine Consciousness: American Fiction

Alison Lurie, Real People.
*Tillie Olson, Tell Me a Riddle (Faber)
*Joyce Carole Oates, Expensive People. (Fawcett Crest)

13. New Feminine Consciousness: British Fiction

*Iris Murdoch, A Severed Head. (Viking)
*Margaret Drabble, Thank You All Very Much. (Signet)
Penelope Mortimer, The Pumpkin Eater.
Edna O'Brien, The Girl with Green Eyes.
Brigid Brophy, Don't Never Forget.

14. Synthesis

Tillie Olson, "Silences," Harper's, October 1965.
Hortense Calisher, "Women Writers," Mademoiselle, February, 1970
Catherine Drinker Bowen, "We Never Asked a Woman Before,"
Atlantic Monthly, March, 1970
Kate Millett, Sexual Politics.
Mary Ellman, Thinking About Women.

Emily Toth

Johns Hopkins University
Spring, 1971

LITERARY PERSPECTIVES ON WOMEN

This course is to examine the portrayal of women in literature by both men and women. Particularly stressed will be the emphasis on stereotyped roles; the long tradition of misogyny in Western literature; the development of female consciousness; the concurrently held yet opposing views of women as both Mary (Beatrice, Laura, etc.) and Eve (Delilah, Guinivere, etc.); and the ways in which woman is constantly defined as the Other, in existentialist terms.

Note: Probably some sociological approaches cannot be avoided, and some Freudian work is possibly inevitable. However, I want to concentrate more on thematic and stylistic topics than on questions about whether men and women are innately different, inferior or superior, and the like.

Most or all of the following:

Virginia Woolf, A Room of One's Own
Aristophanes, Lysistrata
Chaucer, The Wife of Bath's Prologue and Tale
Shakespeare, The Taming of the Shrew
Mme. de la Fayette, La Princesse de Cleves
Eliot, Middlemarch
Austen, Northanger Abbey
(possibly Emma or Pride and Prejudice)
Flaubert, Madame Bovary
Ibsen, A Doll's House
James, Portrait of a Lady
Leduc, La Batarde (or another work dealing with lesbianism)
Lessing, Golden Notebook
K. Chopin, The Awakening

Possible parallel readings:

Andreas Capellanus, The Art of Courtly Love
Katherine Rogers, A History of Misogyny (The Troublesome Helpmate)
Mary Ellmann, Thinking About Women
Simone de Beauvoir, The Second Sex
Women: A Journal of Liberation
Denis de Rougemont, Love in the Western World
Jean Gagen, The New Woman: Her Emergence in English Drama, 1600-1730
Ashley Montagu, The Natural Superiority of Women
Appropriate readings from Freud
Kate Millett, Sexual Politics

Ingrid Wendt
Department of English

Fresno State College
Fall, 1970

WOMEN AUTHORS

TEXTS: O'Connor, Flannery, 3 by Flannery O'Connor, Signet
de Beauvoir, Simone, The Second Sex, Bantam
Woolf, Virginia, Room of One's Own, Harcourt, Brace
Woolf, Virginia, To the Lighthouse, Harcourt, Brace
Duras, Marguerite, Hiroshima, Mon Amour, Grove
McCullers, Carson, Member of the Wedding, Bantam
Oates, Joyce Carol, Garden of Earthly Delights, Crest, Fawcett
Porter, Katherine Anne, Flowering Judas & Other Stories, Signet
Mansfield, Katherine, Katherine Mansfield Stories, Vintage

All assignments not in books purchased may be found on library reserve (see attached list).

TOPICS AND RELATED READING:

Sept. 16 Introduction to Course: Woman as Other: The Second Sex, Book I

Sept. 23 Woman as Artist

The Second Sex, Book II, Chapter XXV (The Independent Woman)
A Room of One's Own, Virginia Woolf
Fiction: Doris Lessing, "To Room 19"
Poetry: Erica Mann, "The Commandments"

Sept. 30 Childhood

The Second Sex, Book II, Chapter XII (Childhood)
Fiction: "The Garden Party," Katherine Mansfield
"A Memory of A Catholic Girlhood," Mary McCarthy
Jane Eyre, Charlotte Bronte
Poetry: "Nikki-Roasa," Nikki Giovanni
"The Father of My Country," Diane Wakoski
"The Child and the Shadow," Elizabeth Jennings
"I Hear You," Shirley Kaufman
"Values in Use," Marianne Moore

Oct. 7 The Young Girl: Sexual Awareness

The Second Sex, Book II, Chapters XIII and XIV (The Young Girl and Sexual Initiation)
Fiction: Member of the Wedding, Carson McCullers
"Yoneko's Earthquake," Hisaye Yamamoto
"A No-Account Creole," Kate Chopin
Poetry: "Our Bodies," Denise Levertov
"The Mutes," Denise Levertov
"Room," Shirley Kaufman
"A Gift of Trilliums," Sandra McPherson
"Song," Marilyn Thompson

Oct. 14 Woman and Love

The Second Sex, Book II, Chapter XXIII (The Woman in Love)
Fiction: "Melanctha & Jeff," Gertrude Stein; from Pride and Prejudice, Jane Austen; from Wuthering Heights, Emily Bronte

Poetry: "I Cannot Live With You," Emily Dickinson
"Three of Swords," Diane Wakoski
"Delay," Elizabeth Jennings
"Identity," Elizabeth Jennings

Oct. 21 The Independent Woman

The Second Sex, Book II, Chapter XXI (Women's Situation and Character)
Fiction: "Theft," Katherine Anne Porter
"The Little Governess," Katherine Mansfield
"The Maid of Saint Philippe," Kate Chopin
"The House of Mirth," Edith Wharton
Poetry: "No More Soft Talk," Diane Wakoski

Oct. 28 The Married Woman

The Second Sex, Book II, Chapter XVI (The Married Woman)
Fiction: "Marriage a la Mode," Katherine Mansfield
"Bliss," Katherine Mansfield
"Seventeen Syllables," Hisaye Yamamoto from Middlemarch, George Eliot
Poetry: "Fear of Flying," Mona Van Duyn
"Toward a Definition of Marriage," Mona Van Duyn
"Housewife," Anne Sexton
"The Applicant," Sylvia Plath
"When You have Forgotten Sunday: The Love Story," Gwendolyn Brooks
"Marriage," Marianne Moore
"The Accomplices," Isabella Gardner

Nov. 4 The Role of Mother

The Second Sex, Book II, Chapter XVII (The Mother)
Fiction: A Garden of Earthly Delights, Joyce Carol Oates
Poetry: "Bedtime Story: For Moss," Barbara Drake
"The Division of Parts," Anne Sexton
"Abortion," Anne Sexton
"The Fortress," Anne Sexton
"Mothers, Daughters," Shirley Kaufman

Nov. 11 Maturity and Old Age

The Second Sex, Book II, Chapter XX (From Maturity to Old Age)
Fiction: "The Daughters of the Late Colonel," Katherine Mansfield
"The Jilting of Granny Weatherall," Katherine Anne Porter
"A Worn Path," Eudora Welty
"A Good Man is Hard to Find," Flannery O'Connor
Poetry: "Balm," Sandra McPherson
"The Weaver," Joan Swift

Nov. 18 Social Life; Friendship

The Second Sex, Book II, Chapter XVIII (Social Life)
Fiction: "The Waltz," Dorothy Parker
"But the One on the Right," Dorothy Parker
"The Defeated," Nadine Gordimer
"Petrified Man," Eudora Welty

Nov. 25 Woman "Outside" of Society: The Lesbian, The Prostitute

The Second Sex, Book II, Chapters XV and XIX (The Lesbian and Prostitutes and Hetairas)
Fiction: "A Piece of News," Eudora Welty
"The Puzzleheaded Girl," Christina Stead
Poetry: "The Whores on the Road to Leonardo," Ruth Good
Sappho, Selected Poems, translated by Mary Barnard

Dec. 2 Woman and Religion

The Second Sex, Book II, Chapter XXIV (The Mystic)
Fiction: "Johnny Panic and the Bible of Dreams," Sylvia Plath
"Good Country People," Flannery O'Connor
To the Lighthouse, Virginia Woolf
Poetry: "Because I Could Not **Stop** for Death," Emily Dickinson
"Two Sides of Calvin," Phyllis McGinley
"Alleluia from the Cloister," Sister Madeline de Frees

Dec. 9 Woman and Society, World Affairs

Fiction: "Flowering Judas," Katherine Anne Porter
"The Displaced Person," Flannery O'Connor
"The Lottery," Shirley Jackson
Drama: "Hiroshima Mon Amour," Marguerite Duras
Poetry: "Revolutionary Letters," Diana DiPrima
"Daddy," Sylvia Plath
"Success is Counted Sweetest," Emily Dickinson

Dec. 16 The Masculine Image

Fiction: "The White Horses of Vienna," Kay Boyle
"Paul's Case," Willa Cather
Wise Blood, Flannery O'Connor
Poetry: "Blessed is the Man," Marianne Moore

Jan. 6 Summary

BIBLIOGRAPHY ON RESERVE:

Austen, Jane, Pride and Prejudice
Boyle, Kay, "The White Horses of Vienna" in Thirty Stories
Bronte, Charlotte, Jane Eyre
Bronte, Emily, Wuthering Heights
Brooks, Gwendolyn, "When you Have Forgotten Sunday..." in The Honey and the Gall: Poems of Married Life, ed. Chad Walsh, Macmillan
Cather, Willa, "Paul's Case," in Five Stories
Chopin, Kate, "The Maid of Saint Philippe" in the Complete Works of Kate Chopin and The Awakening
Dickinson, Emily, "I Cannot Live with You," "Because I Could Not Stop for Death," and "Success is Counted Sweetest" in Selected Poems
Drake, Barbara, "Bedtime Story: For Moss" in Trans-Pacific Magazine, Vol. 2
de Frees, Sister Madeline (formerly Sister Mary Gilbert), "Alleluia from the Cloister" in From the Darkroom, Bobbs-Merrill
Eliot, George, Middlemarch
Gardner, Isabella, "The Accomplices" in Poetry Magazine (November 1966)
Gordimer, Nadine, "The Defeated" in The Soft Voice of the Serpent
Hall, Donald, ed., New Poets of England and America, Number 2
Jackson, Shirley, The Lottery
Jennings, Elizabeth, "Delay" and "Identity" in New Poets of England and America

Kaufman, Shirley, "Mothers and Daughters" and "I Hear You" in The Floor Keeps Turning; "Room" in New American Review, Vol. 2
Lessing, Doris, "To Room 19" in A Man and Two Women
Levertov, Denise, "The Mutes" in The Sorrow Dance
Mann, Erica, "The Commandments" in Aphra, Vol. I.
McCarthy, Mary, Memories of a Catholic Girlhood
McGinley, Phyllis, "Two Sides of Calvin"in Times Three
McPherson, Sandra, "Balm" in Northwest Review (Winter, 1970)
Moore, Marianne, "Blessed is the Man," "Marriage," and "Values is Use" in A Marianne Moore Reader
Parker, Dorothy, "Big Blonde" and "The Waltz" in The Collected Stories of Dorothy Parker. "But the One on the Right" in Points of View, James Moffett and Kenneth R. McElheny, eds., Signet paper
Plath, Sylvia, "Daddy" and "The Applicant" in Ariel. "Johnny Panic and the Bible of Dreams" in Atlantic Monthly (September, 1968)
Sappho, Sappho, A New Translation, tr. Mary Barnard, University of California Press, 1958
Sexton, Anne, "Abortion," "The Fortress," and "Housewife" in All My Pretty Ones. "Division of Parts" in To Bedlam
Stead, Christina, "The Puzzleheaded Girl," in Kenyon Review (Summer, 1965)
Stein, Gertrude, "Melanctha and Jeff" In Three Lives
Swift, Joan, "The Weaver" in Northwest Review (Winter, 1970)
Van Duyn, Mona, "Fear of Flying" in New American Review, Vol. 7, "Toward a Definition of Marriage" in A Time of Bees
Wakoski, Diane, "No More Soft Talk" in New American Review, Vol. 7. "The Father of My Country" in Inside the Blood Factory
Welty, Eudora, "The Petrified Man," "A Piece of News," and "A Worn Path" in A Curtain of Green
Wharton, Edith, "The House of Mirth" in The House of Mirth
Yamamoto, Hisaye, "Seventeen Syllables" in Partisan Review (November, 1949). "Yoneko's Earthquake" in Best American Short Stories 1952

Bernice Zelditch

Foothill College
Language Arts Seminar Rm.

AMERICAN WOMEN POETS

This course will offer an introduction to the work of selected American Women Poets from Colonial times to the present day. The course will begin with a few general questions on the works of women poets: Do women write "important" poetry? What <u>are</u> the topics that have engaged the interest of women poets? What forms have American women poets used? The class will read and study the works of Colonial poets, Emily Dickinson, the Imagists, and proceed to the works of the most important and well known of contemporary poets. During the last two weeks of the quarter, we will explore the works of women poets since 1965, using periodicals and new collections as they are issued.

This course is a course which transfers to the University of California as a humanities elective; prerequisite for the course is English 1A and preferably, English 1B.

REQUIREMENTS OF THE COURSE:

1. Each student is responsible for reading and discussing the assigned poems, together with assigned literary histories and/or critical articles.

2. We will have occasional quizzes testing comprehension of the poems, and occasional in-class writing to offer students opportunities for showing how they arrived at their interpretations. These interpretive writings will be dittoed and circulated so that the whole class can share the insights of others.

3. Each student will be required to write a short paper (5-10 pages) on the works of one poet, either a poet discussed in class or, unfortunately, neglected. These papers will be summarized by the writer so that the class can learn of new poets, or gain new approaches to the assigned poets.

4. Grading will be done on the basis of quizzes, the short paper, and the final, with the paper counting most heavily. Discussion in class will count at most 10% toward the final grade--freedom in discussion will be highly valued in this class.

Catherine Stimpson
Department of English

Barnard College
Spring 1971

WOMEN AND CULTURE

Our culture, even aspects of our language, makes certain assumptions about men and women and assigns each sex certain roles. Writers in particular use a set of stereotypes, such as the virgin or the whore, and symbols, such as the flower or the moon, to describe women. Often there is an odd contradiction between the mythic role women play in works of the imagination and the harsh duties they have in ordinary life.

The seminar will explore some of these assumptions, roles, stereotypes, and symbols. It will look at the contributions of some women to culture, to see whether they try to abide by or to rebel against conventional notions of creativity and sexuality. This seminar hopes to expose old fallacies: that women are lesser beings, that women are meant for mothering, but little else.

Reading will fall into two rough groups: that by the traditionalists and that by revolutionaries. Work will include Genesis, Oedipus Rex, Medea, and writing by Shakespeare, Swift, Samuel Richardson, Jane Austen, some Romantic and Victorian poetry, Thomas Hardy, Freud, Virginia Woolf, Doris Lessing, Henry Miller, Jean Genet, and Eldridge Cleaver. Selections from 19th and 20th century feminist writing will also be assigned.

TEXTBOOKS:

A good college dictionary

A dittoed collection of the works of representative American women poets

Supplements: The Collected Poems of Emily Dickinson--Johnson; A Marianne Moore Reader; Collected Poems--Louise Bogan; Relearning the Alphabet--Denise Levertov; To Bedlam and Part Way Back--Sexton; Colossus--Sylvia Plath; Questions of Travel--Elizabeth Bishop; The Floor Keeps Turning--Shirley Kaufman; 31 New American Poets--Schreiber; Poetry magazine; The New Poets--Carroll

A Note of Explanation:

English 35--Special Reading: American Women Poets is one of four courses which will be given consecutively under the general title What Women Write. The focus on American poets was chosen simply to simplify the task of this quarter; American novelists; American short story writers; and playwrights will follow. In the future, a thematic grouping can be made that will allow the class to study writers from Sappho to the latest student writer. I am especially interested in doing the playwrights this way--I am looking forward to introducing students to the writings of Hrothswitha, for instance.

The collection of poems referred to will be an ad hoc collection, consisting of poems by the following: Anne Bradstreet, Phyllis Wheatley, Emily Dickinson, Marianne Moore, Edna St. Vincent Millay, Amy Lowell, H.D., Louise Bogan, Muriel Rukeyser, Gwendolyn Brooks, Mari Evans, Denise Levertov, Anne Sexton, Janet Lewis, Sylvia Plath, Elizabeth Bishop, Josephine Miles, Shirley Kaufman, Kathleen Frazer, Gail Dusenberry, Sister Mary Norbert Korte, Nancy Willard.

In the meantime, and during the course also, I take my tape-recorder with me to poetry readings and bring back the tapes to my class and my school, so that we can hear the voices of new women poets as they speak out.

David Allmendinger

Smith College
Spring, 1971

THE WOMEN'S RIGHTS MOVEMENT IN AMERICA

1. Introduction:

2. First Feminists, 1790-1848
   a. Assignment: Write a biographical sketch of a feminist born between 1790 and 1820. 5 pages

   b. Sources: Autobiographies, life-and-letters books in Smith College collection, library

   c. Readings: Margaret Fuller, Sections 7-11, in Barbara Cross, ea., The Educated Woman in America
   Eleanor Flexner, Century of Struggle, 41-105
   Andrew Sinclair, The Emancipation of the American Woman, 35-102

3. The Second Generation and After, 1850-1920
   a. Exercise: Analyze the careers of ten feminists born after 1860

   b. Sources: Dictionary of American Biography
   Biographical Cyclopedia of American Women
   Notable American Women, 1607-1950: A Biographical Dictionary

   C. Reading: Flexner, 105-228
   Sinclair, 139-233

4. Chronologies of Feminism
   a. Exercise: Devise a chronology of significant events or developments in the women's rights movement; compare contemporary accounts with modern

   b. Sources: Paulina Wright Davis, A History of the National Women's Rights Movement (1871)
   William O'Neill, Everyone Was Brave
   Sinclair and Flexner, passim

5. Domesticity and the Origins of Feminism
   a. Assignment: no essay or exercise

   b. Sources: M. T. Bingham, ed., Emily Dickinson's Home: Letters of Edward Dickinson and His Family
   Catherine Beecher, Sections 1-6, in Cross, Educated Woman in America

   c. Reading: William R. Taylor and Christopher Lasch, "Two 'Kindred Spirits': Sorority and Family in New England, 1839-1846," New England Quarterly, XXXVI (1963), 23-41

6. How the Founders Defined Feminism
   a. Assignment: Write an essay on the definition of feminism or the understanding of women's rights in a 19th century tract, and compare it with a similar document from the 20th century. 5 pages

b. Sources: Sarah M. Grimke, Letters on the Equality of the Sexes, and the Condition of Women (1838)
Margaret Fuller, Woman in the Nineteenth Century
Charlotte Perkins Gilman, Women and Economics (1899)

7. Opposition: Anti-Feminism and the Mentality of the Lady
   a. Assignment: no essay or exercise

   b. Sources: Mary B. Chesnutt, A Diary from Dixie
   Beecher in Cross (repeat)

   c. Reading: Barbara Welter, "The Cult of True Womanhood: 1820-1860," American Quarterly, XVIII (1966), 151-174
   Sinclair, 113-138. Edmund Wilson, Patriotic Gore
   Flexner, 294-305

8. The Movement: Organization and Politics
   a. Assignment: Write an essay analyzing the growth of one feminist organization or institution

   b. Sources: Smith Library, Sophia Smith collection, Smith College Archives

   c. Reading: William O'Neill, The Woman Movement

9. The Movement: New Rights
   a. Assignment: no essay or exercise

   b. Sources: Elizabeth Cady Stanton et al., History of Woman Suffrage

   c. Reading: Aileen Kraditor, The Ideas of the Woman Suffrage Movement

10. The Movement: New Roles
   a. Assignment: no essay or exercise

   b. Sources: Jane Addams, Twenty Years at Hull House
   M. Carey Thomas, Sections 12-16, in Cross, Educated Woman in America
   Smith College Archives

   c. Reading: Christopher Lasch, The New Radicalism in America, 3-68, 104-140

11. The Movement: Birth Control and New Sexual Theory
   a. Assignment: no essay or exercise

   b. Sources: Margaret Sanger, An Autobiography

   c. Reading: J. A. and Olive Banks, Feminism and Family Planning in Victorian England

12. Historians of Women's Rights in America
   a. Assignment: Write a review essay on any three accounts of the history of feminism in America

   b. Sources: 19th or 20th century accounts--e.g., O'Neill, Sinclair, Flexner, Kraditor, Lasch, Stanton

   c. Reading: Gerda Lerner, "New Approaches to the Study of Women in American History," Journal of Social History, III (Fall, 1969) 53-62

Colloquium on the History of Women
Reading List

Archival Sources
Smith College Archives: Higher education

Sophia Smith Collection:
Birth Control -- Sanger, Rose, Brush, Ames, and Planned Parenthood collections

Woman Suffrage -- Anthony, Casement, Catt, Flexner, Howland, Morganthau, Blake, Schain, N. E. Hospital, Garrison, Ames, Tuttle, and Dreier collections

Woman's rights -- Beard, Woman's rights, and Women's Liberation collections

Published Sources
Autobiographies in Smith College collection, library
Barbara Cross, ed., The Educated Woman in America
Perry Miller, ed., Margaret Fuller
Paulina Wright Davis, A History of the National Women's Rights Movement (1871)
M. T. Bingham, ed., Emily Dickinson's Home: Letters of Edward Dickinson and His Family
Sara Grimke, Letters on the Equality of the Sexes and the Condition of Women (1838)
Margaret Fuller, Woman in the Nineteenth Century
Charlotte Perkins Gilman, Women and Economics (1899)
Mary B. Chesnutt, A Diary from Dixie
Elizabeth Cady Stanton et al., History of Woman Suffrage (1881-1922), 12 vols.
Margaret Sanger, An Autobiography

Selected Modern Studies
Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States
Andrew Sinclair, The Emancipation of the American Woman
William O'Neill, Everyone Was Brave: The Rise and Fall of Feminism in America
William O'Neill, The Woman Movement
Aileen Kraditor, The Ideas of the Woman Suffrage Movement
J. A. and Olive Banks, Feminism and Family Planning in Victorian England
Christopher Lasch, The New Radicalism in America
Gerda Lerner, "New Approaches to the Study of Women in American History," Journal of Social History, III (Fall, 1969), 53-62

Maurine Greenwald

Brown University
Revised, 1969-70

WOMEN'S HISTORY IN AMERICA

I. INTRODUCTION: WHY STUDY WOMEN'S HISTORY?

David Potter, "American Women and the American Character," in John A. Hague, ed., AMERICAN CHARACTER AND CULTURE

Aileen Kraditor, "Women in History and Historiography," UP FROM THE PEDESTAL: SELECTED WRITINGS IN THE HISTORY OF AMERICAN FEMINISM

II. THE IMAGES OF WOMEN

Leslie Fiedler, "The Revenge of Woman: From Lucy to Lolita," LOVE AND DEATH IN THE AMERICAN NOVEL

Diana Trilling, "The Image of Women in Contemporary Literature," in Robert Jay Lifton, ed., THE WOMAN IN AMERICA

Mary Ellmann, THINKING ABOUT WOMEN

Harvey Cox, "Sex and Secularization," THE SECULAR CITY

Jamie Frisco:, "Testbooks and Conditioning," WOMEN: A JOURNAL OF LIBERATION, Fall, 1969

Leah Heyn, "Children's Books," ibid

Donna Keck, "The Art of Maiming Women," ibid

American paintings, slides from the art department shown in class

III. PARALLEL PROBLEMS: BLACKS AND WOMEN

Gunnar Myrdal, "A Parallel to the Negro Problem," Appendix 5 in AN AMERICAN DILEMMA, Vol. II

Helen Matthews Lewis, THE WOMAN MOVEMENT AND THE NEGRO MOVEMENT-PARALLEL STRUGGLES FOR RICHTS

Helen Hacker, "Woman as a Minority Group," SOCIAL FORCES (Oct., 1951)

Naomi Weisstein, "Woman as Nigger," PSYCHOLOGY TODAY (Oct., 1969)

Calvin Hernton, SEX AND RACISM IN AMERICA

IV. BLACK NATIONALISM AND BLACK WOMEN'S LIBERATION: A DIALOGUE

Lee Roi Jones, "American Sexual References: Black Male," HOME

Eldridge Cleaver, "To All Black Women, From All Black Men," SOUL ON ICE

Frantz Fanon, "The Woman of Color and the White Man" and "The Man of Color and the White Woman," BLACK SKIN, WHITE MASKS

Toni Cade, ed., THE BLACK WOMAN: AN ANTHOLOGY

V. THE FAMILY IN AMERICA

Ruth Anshen, ed., THE FAMILY: ITS FUNCTION AND DESTINY
Philippe Aries, CENTURIES OF CHILDHOOD
Arthur Calhoun, HISTORY OF THE AMERICAN FAMILY
Franklin Frazier, THE NEGRO FAMILY
Hazel Kyrik, THE FAMILY IN THE AMERICAN ECONOMY

VI. ORIGINS OF THE FEMININE MYSTIQUE, 1830-1860

Catherine Beecher, and Harriet Beecher Stowe, THE AMERICAN WOMAN'S HOME
John Abbott, THE MOTHER AT HOME
GODEY'S LADY'S BOOK
Andrew Jackson Downing, ARCHITECTURE OF COUNTRY HOUSES
Thomas R. Dew, "Dissertation on the Characteristic Differences between the Sexes," in UP FROM THE PEDESTAL

VII. ALTERNATE FAMILY STRUCTURES, AMERICAN STYLE

John Humphrey Noyes, HISTORY OF AMERICAN SOCIALISMS
William Hinds, AMERICAN COMMUNITIES AND CO-OPERATIVE COLONIES
Charles Nordhoff, COMMUNISTIC SOCIETIES OF THE UNITED STATES
Discussion of present communal living experiments

VIII. FEMINIST THEORISTS

Nineteenth century:
Mary Wollstonecraft, A VINDICATION OF THE RIGHTS OF WOMEN
John Stuart Mill, SUBJECTION OF WOMEN
Sarah Grimke, LETTERS ON THE EQUALITY OF THE SEXES AND THE CONDITION OF WOMAN
Margaret Fuller, WOMAN IN THE NINETEENTH CENTURY
Charlotte Perkins Gilman, WOMEN AND ECONOMICS

Twentieth century:
Crystal Eastman, articles written for LIBERATOR
Lorine Pruette, WOMEN AND LEISURE
Anna Parsons, WOMAN'S DILEMMA
Suzanne LaFollette, CONCERNING WOMEN
Simone de Beauvoir, THE SECOND SEX
Betty Friedan, THE FEMININE MYSTIQUE
Kate Millett, SEXUAL POLITICS

IX. THE SUFFRAGE MOVEMENT

Declaration of Sentiments and Resolutions, Seneca Falls Convention
"Woman and Government," UP FROM THE PEDESTAL (pro- and anti-suffrage arguments)

Background sources:
Eleanor Flexner, CENTURY OF STRUGGLE
Alan Grimes, THE PURITAN ETHIC AND WOMAN SUFFRAGE
Aileen Kraditor, THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890-1920
William O'Neill, THE WOMAN MOVEMENT
Anne Scott, "After Suffrage: Southern Women in the Twenties," JOURNAL OF SOUTHERN HISTORY (Aug., 1964)

X. SOCIALIST RESPONSE TO WOMEN: A FICTIONAL APPROACH

Vida Scudder, A LISTENER IN BABEL

Arthur Bullard, COMRADE YETTA
Charlotte Teller, THE CAGE
Estelle Baker, THE ROSE DOOR
Reginald Kauffman, THE SPIDER'S WEB
Florence Converse, THE CHILDREN OF LIGHT

XI. RESPONSE OF THE SOCIALIST PARTY

James Weinstein, "Women and Socialism," THE DECLINE OF SOCIALISM IN AMERICA
Mari Jo Buhle, "Women and the Socialist Party, 1901-1914," RADICAL AMERICA (Feb., 1970)
Articles from THE SOCIALIST WOMAN (the Socialist Party women's paper)

XII. THE MIDDLE-CLASS WOMAN'S DILEMMA, 1890-1930

Womanhood: The Problem of Futility
Charlotte Perkins Gilman, "The Breakdown," THE LIVING OF CHARLOTTE GILMAN
Alice James, THE DIARY OF ALICE JAMES
Mary Deland, "The Change in the Feminine Ideal," ATLANTIC, CV (March, 1910)
Gertrude Atherton, "The Woman in Love," HARPER'S BAZAR, XLIV (May, 1910)
Inez Haynes Gillmore, "Confessions of an Alien," HARPER'S BAZAR XLVI (Apr., 1912)
Kate Chopin, THE AWAKENING
Zelda Fitzgerald, SAVE ME THE WALTZ
The Problem of Family and Vocation: Analyses from the Political Right to Left
REPORT OF THE COMMITTEE ON THE FAMILY (Oct., 1907) (National League for the Protection of the Family)
Rev. Samuel Dike, "Sociology in the Higher Education of Women," ATLANTIC MONTHLY (reprint Nov. 1892) (Publication of the National Divorce Reform League)
Bertha Richardson, THE WOMAN WHO SPENDS: A STUDY OF HER ECONOMIC FUNCTION
Anna Garlin Spencer, WOMAN'S SHARE IN SOCIAL CULTURE
Jane Addams, "Filial Relations," and "Household Adjustment," DEMOCRACY AND SOCIAL ETHICS
Thorstein Veblen, THE THEORY OF THE LEISURE CLASS
Charlotte Gilman, THE HOME
Industrialization of Housework as a Basis for Emancipation
Charlotte Gilman, "The Waste of Private Housekeeping," THE ANNALS OF THE ACADEMY OF POLITICAL AND SOCIAL SCIENCE, XLVIII (July, 1913)
Mrs. Frank A. Pattison, "Scientific Management in Homemaking," Ibid
Anna Beal Parsons, WOMAN'S DILEMMA, pp. 200-248

XIII. ACTIVISM ON SEVERAL FRONTS, 1890-1950

See list of autobiographies

XIV. REVOLUTION IN THE MAKING: CONTEMPORARY FEMINISM

Discussion of writings on the women's liberation movement

AUTOBIOGRAPHIES OF WOMEN'S EXPERIENCES
compiled by Maurine Greenwald

SOCIAL REFORMERS

SUFFRAGISTS
Harriet Blatch, CHALLENGING YEARS, 1940

Rheta Dorr, A WOMAN OF FIFTY, 1924
Florence Harriman, FROM PINAFORES TO POLITICS, 1923
Julia Ward Howe, REMINISCENCES, 1899
Mary Livermore, THE STORY OF MY LIFE, 1897
Maud Nathan, ONCE UPON A TIME AND TODAY, 1933
Anna Howard Shaw, THE STORY OF A PIONEER, 1915
Elizabeth Cady Stanton, EIGHTY YEARS AND MORE, 1898
Jane Crey Swisshelm, HALF A CENTURY, 1880

SOCIAL SETTLEMENT WORKERS

Jane Addams, TWENTY YEARS AT HULL HOUSE, 1910
SECOND TWENTY YEARS AT HULL HOUSE, 1930
Mary Anderson, WOMEN AT WORK, 1951
Louise DeKoven Bowen, GROWING UP WITH THE CITY, 1926
OPEN WINDOWS, 1946
Alice Hamilton, EXPLORING THE DANGEROUS TRADES, 1943
Florence Kelley, four articles in SURVEY GRAPHIC: Oct. 1, 1926
Feb. 1, 1927
Apr. 1, 1927
June 1, 1927
Mary White Ovington, THE WALLS CAME TUMBLING DOWN, 1947
Mary Simkovitch, NEIGHBORHOOD, 1938
HERE IS GOD'S PLENTY, 1949
Goldie Tuvin Stone, MY CARAVAN OF YEARS, 1945
Lillian Wald, HOUSE ON HENRY STREET, 1915
WINDOWS ON HENRY STREET, 1945

SOCIALISTS, ANARCHISTS, AND COMMUNISTS

Ella Reeve Bloor, WE ARE MANY, 1940
Elizabeth Gurley Flynn, I SPEAK MY OWN PIECE, 1955
Mary Ganz, REBELS, 1920
Charlotte Perkins Gilman, THE LIVING OF CHARLOTTE GILMAN, 1935
Emma Goldman, LIVING MY LIFE, 1931
Mary Harris Jones, AUTOBIOGRAPHY OF MOTHER JONES, 1925
Margaret Sanger, AN AUTOBIOGRAPHY, 1938
Vida Scudder, ON JOURNEY, 1937
Mary Heaton Vorse, A FOOTNOTE TO FOLLY, 1935

WRITERS

Mary Austin, EARTH HORIZON, 1932
Ruth Benedict, AN ANTHROPOLOGIST AT WORK, 1959
Ellen Glasgow, THE WOMAN WITHIN, 1954
Lillian Hellman, AN UNFINISHED WOMAN, 1969
Mabel Dodge Luhan, INTIMATE MEMORIES, 1933-1937
Mary McCarthy, MEMORIES OF A CATHOLIC GIRLHOOD, 1957
Lucy Sprague Mitchell, TWO LIVES, 1954
Gertrude Stein, THE AUTOBIOGRAPHY OF ALICE B. TOKLAS, 1933
Ida Tarbell, ALL IN A DAY'S WORK, 1939
Edith Wharton, A BACKWARD GLANCE, 1934

ADDITIONAL AUTOBIOGRAPHIES

Margaret Bourke-White, PORTRAIT OF MYSELF, 1963
Mary Margaret McBride, OUT OF THE AIR, 1960

Perle Mesta, PERLE-MY STORY, 1960
Eleanor Roosevelt, AUTOBIOGRAPHY, 1961

PERSONAL ACCOUNTS OF WOMEN'S ORGANIZATIONS

LABOR AND TRADE UNION WORK

Mary Anderson, WOMEN AT WORK, 1951
Mary Dreiser, MARGARET DREIER ROBINS: HER LIFE, LETTERS AND WORK, 1950
Alice Henry, THE TRADE UNION WOMAN, 1915
Agnes Nestor, WOMEN'S LABOR LEADER: THE AUTOBIOGRAPHY OF AGNES NESTOR, 1954
Rose Schneiderman, ALL FOR ONE, 1967

CONSUMERS' LEAGUES

Josephine Goldmark, IMPATIENT CRUSADER: FLORENCE KELLEY'S LIFE STORY, 1953
Maud Nathan, THE STORY OF AN EPOCH-MAKING MOVEMENT, 1926

GENERAL FEDERATION OF WOMEN'S CLUBS

J. D. Croly, THE HISTORY OF THE WOMEN'S CLUB MOVEMENT IN AMERICA, 1898
Mildred White Wells, UNITY IN DIVERSITY, 1953
Mary Wood, THE HISTORY OF THE GENERAL FEDERATION OF WOMEN'S CLUBS, 1912

WOMAN'S PARTY

Inez Hayes Irwin, THE STORY OF THE WOMAN'S PARTY, 1921
Doris Stevens, JAILED FOR FREEDOM, 1920

ON TEACHING WOMEN'S HISTORY

Women as a social group have largely been omitted from both standard and specialized accounts of American history. While no conscious conspiracy is responsible for this omission, historians' neglect is symptomatic of our culture's attitude toward women. In teaching two seminars on women's history, at Brown University during 1969-70, I attempted to understand the nature of this attitude since the early nineteenth century. This paper is an endeavor to communicate some sense of the process involved in my research and teaching. I have included a discussion of my approach, source materials, and classroom experience. My closing comments suggest the value of women's history.

Formulating the course had radical implications: it demanded that I ask basic questions about the economy (the use of women as a reserve labor force, the concentration of women in particular jobs), the political system (the historical function and relative importance of the franchise), and the social system (the predominance in our culture of a particular family structure, child-rearing pattern, and division of labor). Additionally, it forced me to confront the problems of teaching--relating to students, creating a humane learning environment, encouraging the examination of problems from several points of view. Throughout the year I constantly re-evaluated the syllabus and classroom dynamics. The students' participation in this process was crucial. Their views have contributed to this presentation. The syllabus has been revised for this paper so that others may benefit from my experience and my current thoughts on the subject.

The initial and most basic problem I faced in researching women's history was that of focus. Should the heroines of our culture be the reference point--the Harriet Beecher Stowes, the Amelia Earharts, the Eleanor Roosevelts? Should the course chart the "progress" of women, each decade showing women winning increasing social, political and economic equality? Should cultural prejudices and discriminatory policies define the emphasis? Should the course focus on middle-class or working-class, white or black, native or immigrant women? Were the traditional social, political, and economic divisions of general history adequate to the study of women's experiences, or was there an approach especially suited to the examination of women's history?

My answer to the question of focus grew directly from my introduction to women's studies--the writings of Jane Addams. Addams explores the relationship between women's experiences and the history of the family. In her essay "Filial Relations," for example, she reveals the conflict between woman as a family possession and woman as a productive member of society. She describes the paradoxical situation of the middle-class woman, whose privileged yet sheltered position permits her to become aware of social problems, while it simultaneously thwarts her efforts to express her political and social consciousness effectively. This insight suggested to me the need for developing an historical perspective on the cliche that women's place is in the home.

Because Jane Addams' comments spoke so much to the present, I was encouraged to begin my research from the standpoint of current attitudes toward women's "proper sphere" and the importance of the family. I attempted to explore the origins of those attitudes. Particular questions were raised by this approach: what is the historical connection between women's domesticity and the needs of the American economy? Do women constitute a conservative and stabilizing force? What political forms have women's social self-perception taken? How has technological change affected women's status, self-image, and activities? What critiques have feminists offered of women's actual and presumed social roles? In short, I attempted to

understand the terms in which women have been viewed by the culture, the economic, social, and political significance of those attitudes, and the context in which self-conscious women activists and writers have viewed themselves and their problems.

The availability of primary sources determined the boundaries of the questions I could reasonably begin to answer. Descriptions of the experience of women servants, slaves, immigrants, pioneers, and factory workers remain buried in court records, journals, letters, travelogs, and newspapers. Hopefully new historical approaches will be developed to enable us to explore the history of the "common" woman. In contrast, materials on the middle-class woman's history, particularly the struggle for legal and political rights, are more readily available, although many are long out of print. Ultimately, sources available at Brown University libraries decided the breadth of my course.

My materials principally included sources from the fields of history, literature, and art: economic studies, political tracts, journals, diaries, autobiographies, women's magazines, household guides, architecture manuals, poetry and fiction, movies, paintings, and photographs. I tried to organize the sources to reveal different aspects of a topic. For example, in illuminating the problem of the educated woman's position in American society from 1880 to 1910, I brought together Thorstein Veblen's theory of the leisure class, Charlotte Gilman's autobiography, Kate Chopin's novel THE AWAKENING, and Thomas Eakins paintings. Veblen describes changing patterns of female domesticity against the background of industrialization. As factories, schools, and commercial farms increasingly supplanted the traditional productive work performed by women at home, the domestic orientation of women nonetheless persisted. Especially among the affluent middle and upper classes, Veblen observes the transformation of such domesticity into a role based on conspicuous consumption. While Veblen describes this change from the point of view of an observer and critic, Gilman reveals the personal trauma of trying to transcend the social attitudes which traditionally denied middle-class women a work sphere in society at large and now were denying a productive work role even at home. Chopin presents aspects of this dilemma in fictional form. Eakins, in turn, forcefully portrays on canvas the loneliness, spiritual depression, and sexual repression among such women of leisure. A discussion of the psychology of middle-class women at the turn of the century could be illuminated by any one of these sources, but taken together they begin to raise experience from an individual to a social-historical level.

The process of coordinating materials presented fundamental problems. I found the task easier as I slowly developed a more comprehensive social, political, and economic framework for dealing with women's history. Initially I arranged my materials in chronological sequence. From an arbitrary starting point in the 1820's, the course progressed by thirty year intervals to the present. The continuity of particular subjects, however, was too disrupted by this approach. We would study an aspect of the labor movement, the struggle for the vote, a communal living experiment, or radical feminism, only to begin again at a later time to pick up the threads of these topics. As this difficulty became apparent after several weeks of class, discussions with students prompted me to rearrange the syllabus topically, locating the chronology within separate topics. This approach enabled us to explore the ramifications of various themes in more comprehensive terms.

My students were all undergraduates, female and male, most of whom were enrolled in Brown's American Civilization program. Originally the course was offered only to American Civilization majors as one of two options for a senior seminar requirement. However, since my course was the only one in the university which dealt directly with women's history, I permitted interested students from other disciplines to take the course during the second semester.

I encountered numerous difficulties in this my first college teaching experience. The initial classroom procedure based on students' oral reports with alternate sessions devoted to readings in common proved unsatisfactory. The oral reports failed miserably, because they were just that--reports without analysis or interpretation. We were too preoccupied with dissecting the readings rather than using them as background material for discussing particular problems. We were at first emotionally and intellectually too timid to ask penetrating questions about the nature of social relations in America, patterns of domestic and industrial labor, class structure, political reform, and mechanisms for social change. As classroom participants we tended to perform for one another rather than work in common. The initial routine, in effect, inihibited our developing a clear sense of how various articles, essays, fiction, and other material might fit together.

By reorienting the syllabus around particular topics in women's history, we began to see the forest as well as the trees. Moreover, in working together on common problems we began to relate better as people. We relaxed the relationship further by changing our meeting place from a classroom to a student's apartment. I more easily defined my role there as participant rather than as classroom expert or "judge." Consequently, students participated in the class more readily and more intensely.

There is still much I have to learn about organizing a classroom situation. How to get the discussion going? How to ask penetrating questions? How to help students appreciate the process of thinking, reading, and writing? How to overcome the dehumanizing patterns of classroom learning that underpin most of American education? How to share my ideas or question others' without defining a "line" which tyrannizes students?

Discussions were most dynamic when students carefully formed opinions on the materials they had read. Short ungraded writing assignments encouraged such preparation. Most of the time this writing experience was itself enough to encourage informed discussions. As a variation, several times I reduced the short papers to a single paragraph each and distributed dittoed copies to the class. We would discuss our differing points of view and the different kinds of evidence we used. This procedure helped to illuminate the process by which historians select evidence and judge their materials. This writing and discussion technique encouraged students to formulate their ideas clearly and facilitated fuller classroom participation.

Research projects broadened our concerns considerably. Very often students chose to apply their historical perspective on women to research in their own major fields of interest. Thus, for example, an anthropology major, using the Israeli kibbutz as a test case, offered an interesting anthropological discussion of sex-role channeling in children's literature; a religious studies major examined the church's treatment of women; a creative writing major wrote a short story about women's present dilemmas. Other topics included the image of women in musical productions of the 1920's; the social, political, and medical dimensions of abortion; post-World War II psychology's definition of the normal woman; the experience of the black woman--a study of Gwendolyn Brooks; and an analysis of Margaret Sanger's crusade for birth control.

As a way of sharing the papers, they were typed on stencils and reproduced for mutual distribution among all the students. A further intention to produce a book of students' papers for placement in the Brown University library was however thwarted due to the too numerous writing problems of too many students.

Women's history makes a serious contribution to the discipline of American social history, because it assumes the existence of certain historical problems which pertain to women as women. In doing so it explores the origins, nature and function of some traditional American myths and prejudices. I was struck by the course's success in sensitizing students to underlying values and traditions, to the social, political, and economic realities of our society. Students' comments repeatedly confirmed this, both among females and males, political activists and non-activists. Students began to become aware of our culture's pervasive, but usually unarticulated sex-role ideology. This awareness prompted students to examine their personal histories and expectations. Moreover, the process of socialization along sex lines suggested parallels of channeling according to categories of class and race. They could then apply to the experiences of blacks and other oppressed minorities not only a feeling of moral indignation, but also an understanding of social process. It would be presumptuous of me to say that the study of American women's history changed my students' lives, but they have assured me that the course initiated internal dialogues on issues which they otherwise might never have contemplated.

Susan Kleinberg

University of Pittsburgh
Fall, 1970

HISTORY AND SOCIAL ROLE OF WOMEN

Pre-Industrial Society

September 8. Economic roles of women, part 1 "in the home"
Morgan: Virginians at Home. pp. 39-44, 47
Spruill: Women's Life and Work in the Southern Colonies. Ch. 4
Tryon: Household Manufactures in the U. S. pp. 62-122; 192-6; 202-213
Seaver: The Life of Mrs. Mary Jemison. (in Darlington Library, sixth floor Cathedral) pp. 30,32,47,48,55,56,72,77,131,151

September 10 "outside the home"
Andrews: Colonial Folkways. pp. 86-139
Demos: Little Commonwealth. pp. 89-91
Greene: The Negro in Colonial New England. (+pp to be announced)
Conrad: Harriet Tubman. part 1
Griffiths: Autobiography of a Female Slave
Spruill: Women's Life... Ch xii-xiv
Jernegan: Laboring and Dependent Classes in Colonial America +
Montgomery "Working Classes of the Pre-industrial City." Labor History v9
Benson: Women in Eighteenth Century America
Dexter: Colonial Women of Affairs

September 15 "social role and status"
Bridenbaugh: Myth and Realities. pp. 19, 84-85, 172-175
Adams, Chas F: Some phases of Sexual Morality and Church Discipline in Colonial New England" Proceeding of the Mass. Historical Society. 2nd Series 1890 pp. 477-516
Moller, Herbert: "Sex Composition and Correlated Patterns of Colonial America." William and Mary Quarterly (WMQ) v2, 1945 pp. 113-153
Starkey, M: The Devil in Massachusetts
Demos, John: "Witchcraft" 1970 Am. Hist. Rev.
Jester, A. E. Domestic Life in Virginia. pp. 41-47
Melder, Keith "Ladies Bountiful" New York Hist. xlviii 231-255.
Treudley, Mary "The Benevolent Fair" Social Service Review 1940, pp. 509-522
Spruill: Women's Life. Ch 1, xv, xvi.
Tannenbaum, Frank: Slave and Citizen, The Negro in the Americas

September 17 "education"
Spruill, ch ix, x.
McCelland, Clarence "the Education of Females in Early Illinois" Journal of the Illinois St. Hist. Soc. xxxvi pp. 318-407
Flexner, Eleanor: Century of Struggle. pp. 15-30
Morgan, Virginians. pp. 17-21
Woody, Thomas: A History of Woman's Education in the United States v. 1

September 22 "political thought and action"
Flexner, ch. 1, 3.
Field Vena, Constantia

Battis, Emery: Saints and Sectaries.
Blumenthal: Women Campfollower of the American Revolution
Ellet, Eliz: Women of the American Revolution (Darlington)

September 24 "marriage and divorce"
Powell, Chilton: "Marriage in Early New England" New England Quarterly I, 1928. pp. 323-334
Spalletta, Matteo "Divorce in Colonial New York," New York Hist. Soc. Quarterly, 1955, pp. 422-440
Johnson, Guion "Courtship and Marriage Customs in Ante-bellum North Carolina. N. C. Historical Review viii pp. 384-402
Taylor, Orville "Jumping the Broomstick" Arkansas Historical Quarterly xvii pp. 217-231
Spruill: Women's Work, ch. 7

September 29 "domestic patterns"
Greven, Philip "Family Structure in 17th Century Andover" WMQ, 1966 pp. 234ff
Frazier, E. F. The Negro Family in the United States. Ch 1-4
Demos, John: Little Commonwealth, Part 2
Morgan, Virginians, Ch. 2
Lantz, et al., "Pre-Industrial Patterns in the Colonial Family in American" Am. Soc. Rev. xxxvii 1968 pp. 413-426
Earle, Alice M: Home Life in the Colonial Days
Calhoun, Alfred: Social History of the American Family v. 1
Trollope, Fanny: Domestic Manners of the Americans

October "frontier life"
Adams, Horace "A Puritan Wife on the Frontier" Miss. Valley Hist. Review, xxvii 1941, pp. 67-84
Brown, Dee: Gentle Tamers, ch. 1-xii.
Stewart, Elinor: Letters of a Woman Homesteader
Moses, Mary S. "The Pioneer Woman" Historian II pp. 5-16
Fowler, Wm: Women on the Frontier (Darlington)
Sterrett, Mary Pioneer Women of Western Pa. Pitt M. A. Thesis 1931
Hinds: American Communities

The Early Industrial Period

October 8 "factory labor"
Abbott, Edith Women in Industry. +
"Harriet Martineau and the Employment of Women in 1836" Journal of Political Economy v 14, 1906 pp. 614ff
Miles, Henry Lowell as it was and is
Ware, Norman: The Industrial Worker Ch. 2, pp. 47-55, Ch. 5-9
Bode, Carl: American Life pp. 28-40
Larcom, Lucy: New England Girlhood Ch. vii, pp. 175-188, 197-200

October 13 "factory labor, cont"
Carrey, Matthew: "An Appeal to the Wealthy of this Land"
Lander, E. "Slave Labor in South Carolina Cotton Mills" Journal of Negro History, xxxviii 101-170
Rhyne: Southern Cotton Mill Workers and Villages. +
Spero and Harris; Black Worker, ch. 1
Andrews and Bliss: History of Women in Trade Unions

October 15 "status"
Larcom p. 182, 188-192, 196-202
Bonner, James C. The Journal of a Milledgeville Girl
Mansfield, Edward Deering: The Legal Rights, Liabilities and Duties of Women
Flexner, ch. 4

October 20 "education"
Bode, ch. 12
Larcom, ch. 2, 10, 11
Welter, Barbara "Anti-intellectualism and the American Woman" Mid-America, 1966, pp. 258-270
Flexner, pp. 30-40
Woody, Thomas A. Relevant Sections of History of Education

October 22 "domestic patterns"
Bridges, William: "Family Patterns and Social Values in America, 1825-1875." American Quarterly (AMQ) xvii pp. 3-11
Rapson, Richard "The American Child as seen by British Travellers, 1845-1935" AMQ xviii pp. 520-534
Welter Barbara, "The Cult of True Womanhood" AMQ xviii pp. 151-175
Bode, part 2
Calhoun, Vol. 2

October 29 "political thought and action"
Grimke, Sarah Letters on the Equality of the Sexes and the Condition of Woman
Lutz, Alma: Crusade for Freedom
Massey, Mary Eliz. Bonnet Brigades
Sillen, Samuel Women against Slavery
Smith, Thelma "Feminism in Philadelphia" Penn. Mag. of History and Biography. lxviii 1944, pp. 234-60
Flexner: Ch. 3,5,6,7

From the Civil War to the Vote

November 5 "economic roles"
Wharton, Vernon: The Negro in Mississippi, Ch. 9
Ovington, Mary: Half a Man, Ch 6
Spear, Allan: Black Chicago, pp. 29, 34, 151-158
Spero and Harris: The Black Worker, Ch. 2, 16. pp. 152, 177-8
Census (In gov't documents, ground floor) Abstract 1900 Women at work.
_____ Committee on the Employment of Colored Women in New York City of Brooklyn, 1919
Hutchins, G. L. Women in Modern Industry
Abbott: Women in Industry
Campbell, Helen: Prisoners of Poverty, 1887
Commons, Documentary History... V. 6, pp. 280ff. v.5 pp. 325-333
Flexner, Ch. 9, 14, 28
Wolfson, Teresa: The Woman Worker and the Trade Unions
MacDonald, J. R. Women in the Printing Trades

November 10 "family and education"
O'Neill Wm: Divorce in the Progressive Era
Furstenberg, Frank: "Industrialization and the American Family" Am Soc Review xxxi, 326-337

Frazier, Negro Family Parts 2,3,4
Pleck, Eliz: "Black Family Structure in a 19th Century City" Unpublished Manuscript.
Rousmaniere, John "Cultural Hybrid in the Slums" AMQ, Spring, 1970
Newcomer, Mabel: A Century of Higher Education for Women, Ch. 2,3
Flexner, Ch. 8
Taylor, James, Before Vassar Opened

November 12 "political thought and action"
Gusfield, Joseph: Symbolic Crusade
Kleinberg, Susan: "A Study of a Woman's Organization" Unpub. Ms.
Brown, Ch. 13
Flexner, Ch. 10-13, 19-24
O'Neill, Everyone Was Brave, Ch. 1-3, 5
Kraditor: Ideas of the Woman Suffrage Movement
Up from the Pedestal
Riegel, Robert "Women's Clothes and Women's Rights" AMQ, xv 390ff
Grimes, Alan: The Puritan Ethic and Woman Suffrage
Anthony, Susan: History of Women's Suffrage

After the Vote

November 17 "economic role"
Hatcher, Orie: Rural Girls in the City for Work
Bernstein: The Lean Years, pp. 33, 44-45, 100, 223-6, 325-9
Pruette, Lorine: Women Workers though the Depression
Henry, Alice: Women and the Labor/Movement
Flynn, H. G.: Women in the War
_____: Women in War Industries
Cadbury, et al: Women's Work and Wages

November 24 "economic role, after the war"
Cussler, Mrgt: The Woman Executive
Mattfeld, and Van Aken: Women and the Scientific Professions
Eyde: Work Values and Background Factors as Predictors of Women's Desire to Work
Smith, Georgina: Help Wanted Female
Jones, Claudia: An End to the Neglect of the Problems of the Negro Woman
Wesley, Chas: Negro Labor in the U. S. +
_____: 1965 Handbook on Women Workers

December 1 "domestic patterns"
Frazier, Part 5
Bernard: Marriage and Family among Negroes
Middleton, Putney: "Dominance in Decision in the Family: Race and Class Differences: AM J. Soc 65, May 1960
Rainwater: Workingman's Wife.
"Cruicible of Identity" Daedalus 95, Winter 1966
and Yancey: The Moynihan Report
Gans, Herbert: The Urban Villagers
The Levitowners
Poll, S.: Hasidic Community of Williamsburg
Whyte, Wm: Street Corner Society
Komarovsky, Mirra: Blue Collar Marriage

December 3 "education and status"

Bernard, Jessie: Academic Women
Davis, Anne: "Women as a Minority Group in Higher Academics" American Sociologist May 1969
Hutchinson, Emile: Women and the Ph.D
Gruchow, Nancy: "Discrimination" Science, May 1, 1970 559-61
Noble, Jeanne: Negro Woman's College Education
Woman's Bureau: Trends in the Educational Attainment of Women
Myrdal, Gunnar: American Dilemma, Appendix 5
Kanowitz, L: Women and the Law
Lader, L.: Abortion
Helfrich: Social Role of the Executive's Wife
Bowman, Garda: "Executive Attitudes Toward Female Executives" Harvard Business Review. July-August, 1965
Dollard: Caste and Class in a Southern Town
Mead, Margaret (ed). American Women: Report of the President's Commission, 1965

Agate Krause Wisconsin State University/Whitewater

WOMEN IN AMERICAN CULTURE

The position of American women in the past
The feminists: the struggle for suffrage and other rights

Reading: selections from the following:

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States
Andrew Sinclair, The Better Half: The Emancipation of the American Woman
Max Lerner, America as a Civilization
Robert E. Riegel, American Feminists
Isabel Ross, Charmers and Cranks

Women as portrayed by American male writers

Reading:

James Fenimore Cooper, The Last of the Mohicans
Henry James, Daisy Miller
Harold Frederick, The Damnation of Theron Ware or William Faulkner, Light in August
Philip Roth, When She Was Good
Selections from Leslie Fielder, Love and Death in the American Novel

Women as portrayed by American Female writers
The contribution of women to American literature

Reading:

Susanah Rowson, Charlotte Temple or Harriet Beecher Stowe, Uncle Tom's Cabin
Sarah Orne Jewett, The Country of the Pointed Fire
Willa Cather, My Antonia
Edith Wharton, The Age of Innocence
Christina Stead, The Man Who Loved Children
Selections from the poetry of Anne Bradstreet, Emily Dickinson, Edna St. Vincent Millay, Amy Lowell, Marianne Moore, Elizabeth Bishop, Denise Levertov, Anne Sexton, Sylvia Plath

Selections from the short stories of Mary Wilkins Freeman, Ellen Glasgow, Katherine Anne Porter, Mary McCarthy, Carson McCullers, Flannery O'Connor, Shirley Jackson, Jean Stafford

Women today: "You've come a long way, baby" or "Women are a minority group"?

Reading: selections from the following:

Simone de Beauvoir, The Second Sex
Betty Friedan, The Feminine Mystique
Seymour M. Farber, ed. The Potential of Woman
Jay Lifton, ed. The Woman in America
Robert Theobald, ed. Dialogue on Women

Footnote to the Course Outline

In addition to the reading required according to the Course outline, each student will be expected to do more specialized reading on a specific topic, to write a paper based on that reading, and to read some of the best papers done by members of the class. The following are some of the possible topics for individual papers. These are only examples rather than items in a comprehensive list.

1. Interesting individual feminists: e.g. Lucy Stone, Sojourner Truth, Lucretia Mott, Harriet Tubman, etc.
2. Interesting individual literary figures: e.g., Margeret Fuller, Louisa May Alcott, Harriet Monroe, Susan Sontag, etc.
3. Significant statements concerning the rights of women (may include both American and English sources): e.g. John Stuart Mill's On the Subjection of Women, Mary Wollstonecraft's A Vindication of the Rights of Woman, Lydia Maria Child's The History of the Condition of Women, in Various Ages and Nations, etc.
4. Women as pioneers in various fields: e.g., Mary Lyon, Prudence Crandall, Anna Howard Shaw, etc.
5. Significant parallels and relationships: e.g. the abolitionists, the Quakers, the growth of unions, the stereotypes of women compared to the stereotypes of Negroes, etc.
6. The description and explanations of oddities: e.g., Bloomers, Carry Nation, etc.
7. The image of contemporary women as reflected in television programs and commercials, women's magazines, contemporary novels, etc.
8. Women in American drama: e.g., the American reception of The Doll's House, Lillian Hellman, Edward Albee's women, etc!
9. Description and evaluation of significant contributions by women in the student's special field of interest: e.g., Margaret Mead, Susanna K. Langer, Mary E. Beard, etc.
10. Any substitutions of relevant works and writers for those found in the syllabus.

Suggested Texts:

Simone de Beauvoir, The Second Sex
Sculley Bradley, et. al. ed. The American Tradition in Literature Norton, 3rd ed. 2 Vols.
Willa Cather, My Antonia
James Fenimore Cooper, The Last of the Mohigans
Seymour M. Farber, ed., The Potential of Woman
William Faulkner, Light in August
Coleman, Richard P., Gerald Handel, and Lee Rainwater, Workingman's Wife: Her Personality, World, and Life Style. New York, 1959
Daly, Mary. The Church and the Second Sex. New York, 1968
Dell, Floyd. Women as World Builders: Studies in Modern Feminism. Chicago, 1913
Ellman, Mary, Thinking About Women. New York 1968
Farber, Seymour M., ed. The Potential of Woman: A Symposium
Fiedler, Leslie. Love and Death in the American Novel, Rev. ed. New York, 1966
Flexner, Eleanor. Century of Struggle: The Woman's Rights Movement in the United States. New York 1959
Friedan, Betty, The Feminine Mystique. New York, 1963
Gilman, Charlotte Perkins. Women and Economics, 1898. Harper Torchbooks paperback
Gruberg, Martin. Women in American Politics. New York 1968
Handbook on Women Workers, United States Department of Labor, Washington, D. C. 1965
Handlin, Oscar. Race and Nationality in American Life. Boston, 1957
Hunt, Morton. Her Infinite Variety: The American Woman as Lover, Rival and Mate. New York. 1962

Jessup, Josephine L. The Faith of Our Feminists. New York, 1965
Jones, Beverly. Towards a Female Liberation Movement. Nashville, 1968
Kraditor, Aileen S. Ideas of the Woman Suffrage Movement, 1890-1920. New York, 1965
Kraditor, Aileen S. Up From the Pedestal, New York, 1968
Lamson, Peggy. Few Are Chosen: American Women in Political Life Today. New York, 1968
Lerner, Max. America as a Civilization, New York. 1957
Leonard, E. et.al. The American Woman in Colonial and Revolutionary Times, 1565-1800: A Syllabus with a Bibliography. University of Pennsylvania, 1962
Lifton, Jay R. ed. The Woman in America, Boston, 1965
Leslie Fiedler, Love and Death in the American Novel, rev. ed.
Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S.
Harold Frederick, The Damnation of Theron Ware
Betty Friedan, The Feminine Mystique
Henry James, Daisy Miller
Sarah Orne Jewett, The Country of Pointed Firs
Max Lerner, America As a Civilization
Jay Lifton, ed., The Woman in America
Robert E. Riegel, American Feminists
Ishbel Ross, Charmers and Cranks
Philip Roth, When She Was Good
Susanah Rowson, Charlotte Temple
Andrew Sinclair, The Better Half: The Emancipation of the American Woman
Christina Stead, The Man Who Loved Children
Harriet Beecher Stowe, Uncle Tom's Cabin
Robert Theobald, ed., Dialogue on Women
Edith Wharton, The Age of Innocence

Note: Although this list seems to require a formidable amount of money, many of the books mentioned are already in the Textbook Library for use in English courses. Furthermore, some of the books from which only selections are to be read could be placed on reserve in the library.

Supplementary Bibliography

There is a vast amount of material that is directly or indirectly relevant to this course (cf. Men in American Culture). This list includes only general studies. Additional useful materials may be found in periodicals, specialized bibliographies in many of the books listed, individual studies of the writers to be discussed, etc.

Beard, Mary R. America Through Women's Eyes. New York, 1933
Beard, Mary R. Woman as a Force in History: A Study in Traditions and Realities. New York, 1946
deBeauvoir, Simone. The Second Sex. New York, 1953
Bernard, Jessie. Academic Women. Penn. State U., 1964
Bird, Caroline and Sara Welles Briller. Born Female: The High Cost of Keeping Woman Down. New York, 1968
Borgese, Elizabeth Mann. The Ascent of Woman. New York, 1963
Calhoun, Arthur. A Social History of the American Family from Colonial Times to the Present. 3 Vols. Cleveland, 1917-1919
Child, Lydia Maria. History and Condition of Women in Various Ages and Nations Boston, 1835
Meade, Margaret. Male and Female: A Study of the Sexes in a Changing World. New York, 1949
Mattfeld, Jacquelyn A. and Carol G. Van Aken, eds. Women and the Scientific Professions. M.I.T. Press, 1965

Mill, John Stuart. On the Subjection of Women. London, 1869
Newcomer, Mabel. A Century of Higher Education for Women. New York, 1959
Ross, Ishbel, Charmers and Cranks. New York, 1965
Schur, Edwin M., ed. The Family and the Sexual Revolution. Indiana U. Press, 1964
Sinclair, Andrew. The Better Half: The Emancipation of American Women. New York, 1965
Theobald, Robert, ed. Dialogue on Women. Indianapolis, 1967
Wells, Lyn. American Women: Their Use and Abuse. Nashville, 1969

Gerda Lerner Sarah Lawrence College

THE MANY WORLDS OF WOMEN

Reading
Assignment One - BACKGROUND

Encyclopedia of Social Sciences, XV, pp. 439 ff. "Women, Position in Society"
David Potter article in Saveth, American History and the Social Sciences, pp. 427-448
Arthur Schlesinger, SR., The Rise of the City, Vol. X in A History of American Life, ch. 5

Two and Three - AMERICAN WOMEN TODAY

Betty Friedan, The Feminine Mystique, chs. 1,3,5,9,13,14
Caroline Bird, The High Cost of Keeping Women Down, entire book
Robert J. Lifton, ed., The Woman in America, pp. 98-143
Lee Rainwater, R. P. Coleman and W. L. Yancey, Workingman's Wife, pp. 15-125
Myra Komarovsky, Blue Collar Wife, pp. 23-170, 220-34, 330-47
Eli Ginzburg and A. M. Yohalem, Educ. American Women, pp. 10-12, 69-70, 102-103, 149 (N. Y. Columbia Univ. Press, 1966) and one sample story of each type

Assignment Four

Virginia Woolf, A Room of One's Own (Harcourt, Brace, 1929)
Ibsen, Henrik, A Doll's House (play)
Ibsen, Henrik, Ghosts (play)
Lessing, Doris - Any of her novels
Simone de Beauvoir, The Second Sex
Simone de Beauvoir, The Mandarins

Assignment Five (Units 5-10) THE FORGOTTEN HISTORY OF WOMEN

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S. (Harvard U. P. 1959), chs. 1 and 2
Rich. Morris, Studies in the History of American Law, ch. 3
H. C. Spruill, Woman's Life and Work in the Southern Colonies, any 50 pp.
Frances Kemble, Journal of a Residence on a Georgian Plantation (concerning slave women)
Benjamin A. Botkin, Lay My Burden Down, pp. 61, 65; 79-83, 89-93, 139-140; 153-156

A few chapters from one of these
Olive Gilbert, Narrative of Sojourner Truth
or
Bradford, Harriet Tubman, Moses of Her People

Assignment Six

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 3-6
Harriet Martineau, Society in America (ed. S. M. Lipset), sections on women, pp. 125-201; 291-308
Barbara Cross (ed.) The Educated Woman in America, pp. 13-30, 105-136
Gerda Lerner, "The Lady and the Mill Girl" MCASJ, X, #1 (Sp. 1969)
A. S. Kraditor, Up From the Pedestal, pp. 53-87, 179-188 (Selections: S. M. Grimke, A. E. Grimke, Margaret Fuller, Emma Willard, Catherine Beecher, Seneca Falls Convention)

Assignment Seven

Rheta Child Dorr, Susan B. Anthony (N. Y. 1928)
Elizabeth Cady Stanton, 80 Years or More (London: Fisher & Unwin, 1898)
Otelia Cromwell, Lucretia Mott (Cambridge, Harvard U. P., 1958)
Elinor Hays, Morningstar, A Biography of Lucy Stone (N. Y. Harcourt, Brace, 1961)
Gerda Lerner, The Grimke Sisters from South Carolina (Boston, Houghton-Mifflin Co., 1967)
Yuri Suhl, Ernestine Rose and the Battle for Human Rights (New York, Reynal & Co., 1959)
Alma Lutz, Emma Willard (Boston, 1929)
Charlotte Forten, Journal: A Free Negro in the Slave Era (N. Y., Collier Books, 1961)
Mary Lyon, Life and Labors of M. L. (N. Y. American Tract Soc., 1858)

Assignment Eight

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 9, 14, 18
A. S. Kraditor, Up From the Pedestal, pp. 273-82, 346-53 (Selections: Florence Kelley, Jessie Ashley, Edith Stern)
Charlotte Gilman, Women and Economics - any 50-75 pp.
Eliz. Baker, Technology and Woman's Work (N. Y. Columbia U. P., 1964) chs. 7,21,22

Assignment Nine

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the U. S., chs. 10, 16, 19, 20, 22, 23
A. S. Kraditor, Up From the Pedestal, pp. 189-293 (Suffragists: General Defense of Woman Suffrage, The "Justice" Argument, The "Expediency" Argument)

Assignment Ten

Amram, Scheinfeld, Your Heredity and Environment, (Philadelphia: J. B. Lippincott Co., 1965), pp. 1-55, 62-71; 217-234; 516-534
Amram Scheinfeld, Women and Men, (N. Y.: Harcourt, Brace and Co., 1943), chs. 10, 11, 24, 27, 30
Naomi Weisstein, Kinder, Kuche, Kirche as Scientific Law, Women to By For and About I, #1

Assignment Eleven

Clara Thompson, Interpersonal Psychoanalysis, Maurice R. Green (ed.) N. Y.: Basic Books, 1964), part IV ("Psychology of Women"; part V ("Problems of Womanhood")

Ferdinand Lundberg and Marynia F. Farham, Modern Woman, The Lost Sex (New York: Harper & Bros., 1947), chs. VI, VIII, XII, XIV

Also read in one or more of the following:

Doris Lessing, The Golden Notebook
Simone de Beauvoir, Memories of a Dutiful Daughter
Dorothy Parker, Short Stories, starting on pp. 21, 47, 199, 211
Kay Boyle, Short Stories
Ann Morrow Lindbergh, Gift from the Sea
Isadora Duncan, My Life
Katherine Anne Porter, Flowering Judas

Anne Moody, Coming of Age in Mississippi
Virginia Woolf, Three Guineas

Assignment Twelve

Botannon, Social Anthropology, pp. 23-31, chs. 5, 6, 7, 8

Compare with:
K. Gough, "The Nayar and the Definition of Marriage" in Hammond, Cultural and Social Anthropology, pp. 167-180
Hart and Pilling, The Tiwi of North Australia, pp. 9-30
Uchendu, The Igbo
M. Mead, Coming of Age in Samoa, chs. 3-7, 10-12

Scan:
M. Mead, Sex and Temperament in Three Primitive Societies
Stephens, The Family in Cross-Cultural Perspective

Assignment Thirteen (use selectively)

Mary Wollstonecraft, A Vindication of the Rights of Women
John Stuart Mill, On the Subjection of Women
Frederick Engels, The Origin of the Family, Private Property and the State
Lenin, V. I., Women and Society, pp. 11-24
George Bernard Shaw, The Intelligent Woman's Guide to Socialism
Thorstein Veblen, The Theory of the Leisure Class, chs. 3, 4, 7
Kraditor, Up From the Pedestal, pp. 363-69 (N.O.W.)
Helen Hacker, "Women as a Minority Group", Social Forces XXX (Oct. 1951), 60-69
Beverly Jones and Judith Brown, "Toward a Female Liberation Movement"
Laurel Limpus, Liberation of Women and various women's liberation journals

Assignment Fourteen

Raphael Patai, Women in the Modern World, read 50 pp. of your own selection plus pp. 385-463
Norton D. Dodge, Women in the Soviet Economy, Introduction, Summary and Appendixes

Scan:

Donald R. Brown, Women in the Soviet Union (A symposium)
Maurice Duverger, The Political Role of Women (Unesco, 1955) pp. 138-159, "Women's Participation in Political Life"

TEACHING WOMEN ABOUT WOMEN

The seminar was entitled, "The Many Worlds of Women"; it was designed to explore women's role, status, self-image and history.

It was, frankly, an experiment, in that it did not confine itself to a strict "history of women in the United States" approach, but sought to approach the subject in a free-wheeling, inter-disciplinary way. This proved to be its greatest strength, not only because it appealed to the student's desire for full comprehension of a complex topic, but because the different angles of vision provided by guest lecturers from Biology, Anthropology, Psychology immensely enriched our approach to history. The course consisted of a three week unit on the status, economic, political and social, of contemporary United States women; one week on the concept of femininity as experienced in literature and culture; a five week unit on the history of American women, then one week each on the following topics: the biology and genetics of women; psychology of women; the anthropological view; the major systems of thought concerning woman's place in society; a comparison of the status of women in several modern societies.

The concept of the course was to treat the subject as a legitimate field for scholarly inquiry and evaluate the various theories concerning the field, as the need arose. The aim was to give the students a broader outlook on the subject than they originally had brought into the class; in this the seminar was certainly successful.

Since there were no prior requirements, the students in the seminar ranged from freshmen to seniors, generally with little or no background in college-level history. At the outset, their resistance to the historical part of the course was very great. They questioned the course outline and expressed the opinion that this long historical unit would be "irrelevant" to them. This initial resistance was quickly disspelled by an assignment asking them to list ten American women of importance (before 1950) and a discussion of their choices - or rather lack of choices. It became evident to them that their knowledge of women of the past was greatly inadequate and that, just possibly, there was something worthwhile to learn about women of achievement, who were, generally, missing from the standard history textbooks. This theme quickly became the motivating force of the course. Students realized that in this area of history they were dealing with material which had largely been neglected by historians or viewed from a perspective which obscured its true significance. Thus, from the outset, the students felt they were participating in a process of discovery -- in fact, in the very process of "making history", which is the province of the historian-scholar. The seminar became a sort of laboratory experience for discovering and digging up historical data, arriving at some frame of reference for evaluating them and incorporating them in a larger structure. In fact, students were participating in the work of the historian-scholar in a perfectly natural way, and in the process learning more about history than they could have in any conventional course. The resulting enthusiasm for historical study was most gratifying.

The major assignment for the term's work was a biographical study of one woman out of American history. In order to arrive at sensible choices, there had been several weeks of lecture-discussion based on readings in social, economic and political history. The students chose to do biographical studies of such women as Frances Wright, Elizabeth Blackwell, Dorothea Dix, Mary McLeod Bethune, Charlotte Perkins Gilman, Margaret Sanger and others. Once the student had decided on her

topic, the scope of the inquiry was left to her discretion, but the first written assignment was the compilation of as complete a bibliography of the subject as the student could find. This necessitated instruction in the techniques of doing bibliographical research, which the students accepted eagerly, because they found it a necessary tool for what they were trying to accomplish. It quickly became evident that there was little secondary material available on some of the most interesting female figures of the past, or that such secondary material as was available suffered from unscholarly bias. Thus students were led, very naturally, to the need for looking at primary source materials and learning how to use them. The result was that an assignment, which the instructor had conceived of as a fairly moderate "term paper" became for most students an ambitious research paper which exposed them to primary and manuscript sources and introduced them to all the intellectual and practical problems of the working historyscholar. Naturally, the results were uneven and many mistakes were made, but the value of the exercise was not in the perfection of the "answer", but in the process of finding the answer. Some students worked on organizational records of women's organizations, others used letters and diaries as their source material. Several studied the printed works of female reformers in journals and newspapers. One student spent a weekend at the Manuscript Division of the Library of Congress, reading her subject's letters. Several students learned to use biographical studies of their subjects in comparison to primary materials, and to begin to make judicious evaluations based on comparisons. Apart from this particular assignment, students were led, by the nature of the subject matter, to reading historiography critically and to practice the skill of asking meaningful questions of the past. In students' evaluations of the course at the end of the term, the recurring theme was: "I never knew history could be that interesting and meaningful."

The seminar, quite unexpectedly, revealed deep-seated doubts and problems in the students concerning their own role as women in society. This not only involved problems of choices -- the traditional marriage versus career -- but more complex intellectual uncertainties concerning their identity as women. Who defines our role in society? Who tells us how to act? What accounts for the many decisions we each make separately by which we shortchanged our own opportunities? These were some of the recurring questions for discussion. A look at the past, at the shifting social values of propriety and sex roles, was useful and illuminating. Students began to examine their own concepts of feminin^ity in the light of traditional values, changing social mores and changing economic conditions. It became clear after a few weeks of discussion that for many girls, probably many more girls than is generally realized, intellectual accomplishment is seriously hampered by the confusion over socially acceptable concepts of "feminin^ity". Several of the students expressed the conviction, in their evaluations, that their ideas of what to do with their lives had undergone change, as a result of the seminar. They were more open to different options of life patterns, different ways of making use of the many opportunities open to them, different educational goals. Two of them were reinforced in their desire to go on to graduate study; one or two thought, for the first time, they might like to become historians. The sampling was, of course, small, but the experience of the seminar would indicate that to a group of female students the opportunity for frank discussion of these troublesome questions can be of great vocational and intellectual significance.

Finally, this course can easily be adapted for use with larger, more traditional classes. Instead of ambitious research papers, brief biographical studies of women of the past could be assigned, utilizing printed sources, such as autobiographies, letters and speeches, microfilmed magazines. Instead of the informal discussion possible in the seminar, several brief papers might be substituted. Themes for such papers might be: "My feelings about being a girl," "Different life styles of educated women," "Working women and their problems." Such papers could then form

the basis for several fairly free discussion sessions, especially with faculty from the fields of psychology and sociology. The presences of Women's Liberation groups on most campuses will also guarantee lively controversy and a concentration on basic issues of concern to students.

A historical seminar on women can be a valuable addition to the curriculum and a useful tool both for the teaching of history and for motivating female students.

Roberta Salper

San Diego State
Fall, 1970

WOMEN IN HISTORY

TEXTS

The Woman Question, selected readings of Marx, Engels, Stalin and Lenin
New York: International Publishers, 1969

CENTURY OF STRUGGLE, The Woman's Rights Movement in the United States, Eleanor Flexner. Cambridge: Harvard University Press, 1959 (or paperback edition published by Antheum, 1968)

THE WOMAN MOVEMENT: Feminism in the United States and England, (series of documents with 100 page introduction) William L. O'Neill. New York: Barnes and Noble, 1969. (To be published in paperback by Quadrangle, January, 1971)

In addition to these three books, please read one of the autobiographies from the lists distributed in class. The choice is up to you. Please have 8-10 pages written about the work. The way in which you organize this is up to you; you may consult with me if you wish.

From time to time in class I will give you further sources for reference on the particular subject we are discussing. It might be convenient to make a separate bibliographical list of these works.

June Sochen

Northeastern Illinois
State College

THE WOMAN IN AMERICAN HISTORY

Fall, 1970

This course is a history course. It attempts to survey the sweep of American history from the point of view of the American woman. Thus, it is suggestive in parts and in depth only in the way that it creates a new perspective for the student. Opportunities for in depth consideration of various time periods and various themes will be given to the student through a research paper.

1. The basic texts for the course are:

   a. Aileen Kraditor, Up From the Pedestal, (a book of readings on the woman)
   b. Wm. O'Neill, Everyone Was Brave
   c. Betty Friedan. Feminine Mystique
   d. Andrew Sinclair, The Emancipation of the American Woman
   e. Nathaniel Hawthorne, The Scarlet Letter

2. The basic requirements for the course are:

   a. class participation
   b. reading the assigned materials are noted below
   c. one research paper (either written or oral)
   d. one short paper consisting of a review of 3 journal articles on the subject of women
   e. one take home hourly exam

		Readings
Week of Sept. 14	Introduction: Biblical/Marxian, Freudian views of women	Introduction: a. Section I, #1
Week of Sept. 21	Puritan & Southern view of woman	a. Section I, #2 D. Part One
Week of Sept. 28	Margaret Fuller: Seneca Falls, the statement of the argument	a. Section I, #3
Week of Oct. 5	Leading Feminists: E. C. Stanton, Lucy Stone: feminism & abolitionism	a. Section III, #1 a. Section II, #2 d. Part Two

Film: Harriet Tubman & The Underground Railroad

Week of Oct. 12	Dilemma of pre-Civil War Feminists	a. Section II, #5 d. Part Three e. The Scarlet Letter
Week of Oct. 19	The civil war and organizing the suffrage movement	a. Section III, #2 3,4
Week of Oct. 26	Other organizational developments: education, settlement movement, WCTU Gen'l Fed. of Women's Club	d. Part Four b. Chap. 1-2-3
Week of Nov. 2	Feminism vs Suffragism in the early 20th century	b. Chap. 4-5 a. Section III, #6 d. Parts 5-7
Week of Nov. 9	First World War period and after, Film: "The Women Get the Vote"	b. Chap. 6
Week of Nov. 16	Image of the Women in the Twenties	b. Chap. 7 d. Parts 9-10
Week of Nov. 23	Depression, War, and Prospects. Film: EBF: "Social Change & The American Woman"	c. b. Chap. 8-10
Week of Nov. 30	The Sixties: Now and Women Lib. Film: Eleanor Roosevelt	Current news mags & women's lib material
Week of Dec. 7	same as above	same as above
Week of Dec. 14	Summing Up	

PERIODICAL ARTICLES TO READ ON THE AMERICAN WOMAN

1. Robert Riegel, "Women's Clothes and Women's Rights," American Quarterly, Autumn, 1963.
2. Carl Bode, "Columbia's Carnal Bed," American Quarterly, Spring, 1963
3. W. Taylor and C. Lasch, "Two 'Kindred Spirits': Sorority and Family in New England, 1839-1846. New England Quarterly. March, 1963
4. Charles Neu. "Olympia Brown and the Woman's Suffrage Movement," Wisconsin Magazine of History, Summer, 1960.
5. Annals of the American Academy of Political and Social Sciences, November, 1914, devoted much space to the American woman.

6. Jill Conway, "Jane Addams: An American Heroine," Daedalus, Spring, 1964. This whole issue is also devoted to the American woman.
7. Special mention should be made of Alice Rossi. "Equality Between the Sexes: An Immodest Proposal." Daedalus, Spring, 1964.
8. James R. McGovern. "The American Woman's Pre-World War I Freedom in Manners and Morals," Journal of American History, December 1968
9. Gerda Lerner, "The Lady and The Mill Girl: Changes in The Status of Women in the Age of Jackson," Mid-Continent American Studies Journal, Spring, 1969, v.x. pp. 5-15.
10. John P. Rousmaniere. "Cultural Hybrid in the Slums: The College Woman and The Settlement House, 1889-1894," American Quarterly, 22 (Spring, 1970) pp. 45-66.
11. Anne Firor Scott. "After Suffrage: Southern Women in the Twenties," Journal of Southern History, v. 30, August 1964. pp. 298-318
12. Anne Firor Scott, "The 'New Woman' in the New South," South Atlantic Quarterly, LXI, (August. 1962) pp. 473-83.

Charles Trout

Mt. Holyoke College
U. S. Social History
1865 to the present

THE WOMEN IN AMERICA

Required for purchase:

Eleanor Flexner, Century of Struggle ($3.45)
Betty Friedan, The Feminine Mystique ($.75)
Christopher Lasch, The New Radicalism in America ($1.95)
Sinclair Lewis, Main Street ($.95)
Motive, XXIX, Nos. 6-7 (March-April, 1969) ($1.00)
Josephine Carson, Silent Voices ($6.95)
Mirra Komarovsky, Blue Collar Marriage ($1.95)

Recommended:

Caroline Bird, Born Female: The High Cost of Keeping Women Down ($.95)
Robert and Helen Lynd, Middletown ($2.95)
Aileen Kraditor, The Ideas of the Woman Suffrage Movement ($9.00)
Elliot Liebow, Tally's Corner ($2.25)
William O'Neill, Everyone Was Brave ($7.95 approx.)
Kate Millett, Sexual Politics ($7.95)
Robert Jay Lifton (ed.), The Woman in America ($2.45)
Lee Rainwater, Workingman's Wife ($.75)

Formal Requirements:

1) Each week, one or two of you will be asked to read in class a paper of approximately four or five typed, double-spaced pages (plus footnotes). The papers should respond to the questions posed on the syllabus (as closely as possible, that is). Deposit a copy of the paper the day the class is to meet--put it in my box, History Dept., Office, Library 205, by 9:00 a.m.

2) On two different occasions (your choice) you are to write a paper of no longer than three pages (plus footnotes) in response to the questions on the syllabus for the particular week you select.

3) One research paper, ca. 3000 words, plus footnotes and bibliography.

Summary: One paper of four-five pages plus two of three pages plus one of 10-15 pages.

Key to Symbols:

(P) - Purchase
(R) - Reserve
(S) - Stacks

Meeting #1 (Thurs. Sept. 17; Tues. Sept. 22): Introduction

Meeting #2 (Thursday, Sept. 24; Tues., Sept. 29): Two Contemporary Perceptions of Women

(R) Erikson, Youth, Identity, and Crisis, chapter 7 ("Womanhood and the Inner Space") 11 copies on reserve in folders

(P) Betty Friedan, The Feminine Mystique (Read selectively)
(If you have read this book, then substitute Caroline Bird, Born Female: The High Cost of Keeping Women Down)

QUESTIONS: What do you see as the basic conflicts between Erikson's views and those of Betty Friedan? With which do you agree or do you reject both? Is there such a thing as the "female nature"?

Meeting #3 (Thursday, Oct. 1; Tues. Oct. 6): The Origins of the Struggle for Equality

(P) Eleanor Flexner, Century of Struggle, Part I
(R) H. S. Commager (ed.), Documents of American History, "Declaration of Sentiments," Seneca Falls, 1848

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(R) William O'Neill, Everyone Was Brave, Chapters 1-2 (Criticism of the woman's movement as shallow, for it avoided the problems of family, home, motherhood. It eschewed socialism, communitarianism.)

(R) Mary Wollstonecraft, Vindication of the Rights of Women (The first significant outburst by an Englishwoman, 1790's. Still relevant)

(R) Mary Benson, Women in 18th Century America (Written in 1935 and still very much a leading work on the subject)

(S) William R. Taylor and Christopher Lasch, "Two 'Kindred Spirits': Sorority and Family in New England, 1839-1846," New England Quarterly (March 1963) (Explores the consequences of the cult of women and the home: women "retreat almost exclusively into the society of their own sex")

(S) Barbara Welter, "The Cult of True Womanhood: 1820-1860," American Quarterly (Summer 1966) (On the feminine virtues of piety, purity, submissiveness, domesticity)

(R) Elizabeth Cady Stanton, Susan B. Anthony, and Matilda Gage (eds.), History of Woman Suffrage, 1848-1861. A gold mine of source material that grows to six volumes--crucial!

(R) Vol. II, 1861-1876; (R) Vol. III, 1876-1885; (R) Vol. IV (Susan B. Anthony, ed.), 1885-1900; (R) Vols. V and VI, 1900-1920 (Ida Husted Harper, ed.)

(R) Margaret Fuller, Woman in the Nineteenth Century (Excellent contribution by the woman called by Wm. O'Neill "The most intellectually gifted woman of her generation"--watch, however, her tendency to fall back on self-denigrating cliches about women)

(R) Robert Riegel, American Feminists (Useful sketches of several leading feminists)

(R) Sarah Grimke, Letters on the Equality of the Sexes and the Condition of Women (published in 1838: attacks on men and on the clergy as the debasers of women)

(R) Andrew Sinclair, The Better Half: The Emancipation of the American Woman (Divided into 31 short--av. about 10 pages--chapters organized thematically--Excellent book to sample for important topics that might otherwise escape your attention)

(S) The library has many of the works written by women mentioned in Flexner.

QUESTIONS: Do you think that the first feminists correctly perceived "the woman problem"? Explain. Who do you think best saw the problem? Why?

Meeting #4 (Thurs. Oct. 8; Tues. Oct. 13: Second Generation

(P) Eleanor Flexner, Century of Struggle, Part II

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(R) See works by O'Neill, Welter, Riegel, and Sinclair cited above. Also, Stantion et al., and Anthony (eds.), History of Woman Suffrage, vols. II-IV

(R) Mary Massey, Bonnet Brigades: American Women and the Civil War (New roles for women--but improvement of status is another question--War considered as an instrument of social change)

(R) Charlotte Perkins Gilman, Women and Economics--A devastating attack on the traditional conception of the woman's place in the home--The most recent edition contains a fine introductory essay by Carl Degler)

(R) Charlotte Perkins Gilman, The Home: Its Work and Influence (Equally, possibly more withering than Women and Economics)

(S) Carl Degler, "Charlotte Perkins Gilman on the Theory and Practice of Feminism," American Quarterly (Spring 1956)

Woodhull and Clafflin's Weekly (Victoria Woodhull and Tennessee Claflin in the early 1870's attack subjects as wide-ranging as police harrassment of prostitutes to...you name it) (Sophia Smith Archives) (The Smith collection includes many other feminist newspapers and magazines of every period including Revolution)

(R) Elizabeth Cady Stanton, Eighty Years and More (Stanton's autobiography)

(R) Ida Husted Harper, Susan B. Anthony (3 vol. biography which is a storehouse of information on the woman's movement, even more than on Anthony herself)

(R) Maud Wood Park, Front Door Lobby (Inside view of the suffragists' political methods)

QUESTIONS: A paradox has been suggested: In the Gilded Age, a reactionary and supposedly inert era, the woman's struggle markedly advanced. True or False? How would "advance" be defined in the second half of the 19th Century? Who would be the most radical feminist leader and why?

Meeting #5 (Thurs. Oct. 15; Tuesday, Oct. 20): Social Feminism

(R) Robert W. Smuts, Women and Work in America, pp. 1-68

(R) William O'Neill, Everyone Was Brave, pp. 77-106, 146-166 (and 107-146 if you have time)

(P) Christopher Lasch, The New Radicalism in America, pp. 3-68

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(R) Alan Davis, Spearheads for Reform (Best book on the settlement house movement. See esp. chapter 7, "Working Women and Children")

(R) Jane Addams, Twenty Years at Hull House (See whether Lasch's insights make sense when set against Addams' own account of her work)

(R) Aileen Kraditor, Ideas of the Woman Suffrage Movement (See Chapter 6, "The 'New Immigration' and Labor," for the confused response of the Woman Movement toward alien classes)

(S) Periodical articles by and about Jane Addams, Florence Kelley, Vida Scudder, Emmas Goldman, and others--See too the names used by O'Neill, "Ten Who Led the Woman Movement," Chapter 4 of Everyone Was Brave)

(R) Floyd Dell, Women as World Builders: Studies in Modern Feminism (Published in 1913 but essays of quality on Gilman, Addams, Isadora Duncan, Beatrice Webb, Emma Goldman and several others)

QUESTION: How well equipped were the social feminists to deal with the problems described by Robert Smuts? Does one have to roll over and play dead in view of O'Neill's criticism of the social feminists?

Meeting #6 (Thurs. Oct. 22, Tues. Oct. 27): Victory--Or Was It?

(P) Flexner, Century of Struggle, Part III

(R) Aileen Kraditor, Ideas of the Woman Suffrage Movement, chapters 2-3,8 ("The Rationale of Antisuffragism," "Two Types of Suffragist Argument," and "Political Parties and Suffragist Tactics")

(R) Staughton Lynd (ed.), Non-Violence in America, pp. 160-171 ("Suffragettes: Letters from Prison, 1917)

(R) If you have time, take a look at Mitchell, and the two Pankhurst volumes listed below for a comparative perspective, Britain vs. U. S.

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(R) See works by Riegel, Sinclair, Gilman, Stanon, Harper cited above. Also I. H. Harper (ed.), History of Woman Suffrage, vols. V-VI.

(R) William O'Neill (ed.), Echoes of Revolt: The Masses, 1911-1917, "Adventures in Anti-land" (A workable substitute for Kraditor's second chapter on anti-feminist thought)

(R) Inez Hayes Irwin, The Story of the Woman's Party (An old book but still good on Alice Paul and a significant radical movement)

(S) Go to Reader's Guide and seek out relevant articles

(R) O'Neill, Everyone Was Brave, chapter 6

(R) David Mitchell, The Fighting Pankhurst Sisters (militant suffragists show the tactics which inspired Alice Paul and the Women's Party)

(R) Emmeline Pankhurst, My Own Story (Britain's embattled suffrage leader)

(R) Estelle Sylvia Pankhurst, The Suffragett (More on Britain)

QUESTIONS: Do you find Miss Catt and her cohorts to have been more effective than Alice Paul and Associates? Which tactics do you think were effective? Which program? Did suffrage come virtually in spite of the efforts of both suffrage groups?

Meeting #7 (Thurs. Oct. 29; Tues, Nov. 3): Changing Manners and Morals

(R) James McGovern, "The American Woman's Pre-World War I Freedom in Manners and Morals," Journal of American History (Sept. 1968) (10 copies in folders on reserve)

(P) Sinclair Lewis, Main Street

(R) William O'Neill, Divorce in the Progressive Era (any change here?)

QUESTION: Carol Kennicott--friend or foe of women's liberation?

Meeting #8 (Thurs. Nov. 5; Tues. Nov. 10): The Twenties-Decade of Revolution?

(R) Robert and Helen Lynd, Middletown, chapters 10-12

(P) Christopher Lasch, The New Radicalism in America, chapter 4 ("Mabel Dodge Luhan: Sex as Politics")

(R) William O'Neill, Everyone Was Brave, chapter 8 ("The Post Suffrage Era")

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(R) Sophonisba Breckingride, Women in the Twentieth Century, Vol. 7 of President's Research Committee on Social Trends, Wesley C. Mitchell, Chairman (First systematic study of the woman in America--includes census data--details on working women, sources of income, earnings, political life--See esp. chapter 5 for summary of 1918-1932--encyclopedic rather than swinging)

(R) William Leuchtenburg, The Perils of Prosperity (chapter 9: "The Revolution in Morals") (Brief, lively summary) Leuchtenburg suggests, among others, the following periodicals, articles (Stacks):

The Survey, Dec. 1, 1926 (issue devoted to women)
Freda Kirchwey (ed.), Our Changing Morality: A Symposium (1924)
The Annals of the American Academic of Political and Social Science (May 1929) (devoted exclusively to women)
Mary Agnes Hamilton, "'Nothing Shocks Me'" Harper's (July 1927)
Dorothy Dunbar Bromley, "Feminist, New Style," Harper's (Oct. 1927)
Eleanor Wembridge, "Petting and the Campus," Survey (July 1, 1925)
William Bolitho, "The New Skirt Length," Harper's (Feb. 1930)
G. Stanley Hall, "Flapper Americana Novissima," Atlantic Monthly (June 1922)

Look for others in the Reader's Guide: Isadora Duncan, Flappers, the Woman at Work, etc.

(R) Inez Hayes Irwin, Angels and Amazons (So you think there is male chauvinism? Here is the female equivalent for the 1920's)

QUESTIONS: When writers speak of the period as a time of "revolution" for women, what do they mean? How revolutionary were the Twenties? If advances took place, and some undoubtedly did, how can they be explained, especially if the Twenties exhibited strong reactionary tendencies in other aspects?

Meeting #9 (Thurs. Nov. 12; Tues. Nov. 17): World War II, and the Post-War Reaction

(S) Any two United States Women's Bureau Bulletins in the series numbered 190-226 (call number is HFN UN6 which is on Level Two)

(R) Philip Wylie, Generation of Vipers, Chapter 11 ("Common Women") (10 copies in folders)

(R) Della Cyrus, "Why Mothers Fail," Atlantic (March 1947) (10 copies)

(R) Mirra Komarovsky, "Cultural Contradictions and Sex Roles," American Journal of Sociology, (Dec. 1946) (10 copies in folders)

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(R) R. & H. Lynd, Middletown in Transition, chapter 5 (see what happened during the depression)

(R) Lynn White, Jr., Educating Our Daughters (A college president and noted medievalist thinks women should be taught to make an elegant souffle)

William Faherty, S. J., The Destiny of Modern Women in the Light of Paper Teaching (anti-feminist papal comments on women and their role up to the modern era--available only via Interlibrary loan)

Joseph Fechter, S. J., "The Decline of Femininity," Catholic World (April 1945) (Good for conservative Catholic point of view) (Interlibrary loan)

Ethel Goldwater, "Women's Place" Commentary (December 1947) (Talks about the modern woman's dilemma) (Interlibrary loan)

(S) Elizabeth Hardwick, "The Subjection of Women," Partisan Review (May 1953) (Review of Simone de Beauvoir's The Second Sex... and more)

(S) Elizabeth Nottingham, "Toward an Analysis of the Effects of the Two World Wars on the Role and Status of Middle Class Women," American Sociological Review (Dec. 1947)

(R) Margaret Meade, "The Woman in Wartime," in Jack Goodman (ed.), While You Were Gone (An unbelievably wretched article for popular consumption that seems to differ sharply from Male and Female. Compare)

(R) International Labor Organization, The War and Women's Employment

(S) Helen Hacker, "Women as a Minority Group," Social Forces (Oct. 1951)

(Hacker picks up an analogy made by the first suffragists and then given expression in Gunnar Myrdal's American Dilemma (1944), Appendix 5. The analogy: The enslaved (and later quasi-enslaved) black man and the enslaved white woman suffer virtually identical plights.)

(S) "The Fortune Survey: Women in America," Fortune, Aug. and Sept. 1946, pp. 5-14 and 5-6.

(R) Farnham and Lundberg, Modern Woman and the Lost Sex (sides with Philip Wylie that mama is an A-Number-One Baddie)

QUESTIONS: Wars have nearly always had substantial impact on society (e.g. the impact of the Civil War on women). Why not World War II? Or did it? Explain.

Meeting #10 (Thurs. Nov. 19; Tues. Nov. 24): White Women--Lower Economic Strata

(P) Mirra Komarovsky, Blue Collar Marriage

(R) Lee Rainwater, Workingman's Wife, chapter 8

(R) Lee Rainwater and Karol Weinstein, And the Poor Get Children (Chapter 5 on the social role and self-image of the poor white married woman is worthwhile)

Alice Rossi, "Abortion Laws and Their Victims," Trans-Action (Sept.-Oct. 1966) (The literature on abortion is immense--this one is particularly useful--shows that women are less liberal than men in their attitudes toward abortion) (Interlibrary loan)

What are the blue collar wife's special difficulties which arise from her class identity? Or are her difficulties really part of the larger woman problem? How useful would any of the pre-1945 feminists have been to Komarovsky's women?

Meeting #11 (Tues. Dec. 1; Thurs, Dec. 3): Black Women--Lower Economic Strata

(P) Josephine Carson, Silent Voices

(R) Elliott Liebow, Tally's Corner, chapters 4-5

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(R) Lee Rainwater and Wm. Yancey, "The Moynihan Report and the Politics of Controversy, pp. 47-154 (controversial thesis on matriarchal black family structure.

(R) E. Franklin Frazier, The American Negro Family (classic study--compare to Moynihan)

(R) E. Cleaver, Soul on Ice (see his thoughts on women, black and white)

QUESTION: Is the problem for black women a question of women's liberation, racial liberation or both?

Meeting #12 (Tues. Dec. 8; Thurs. Dec. 10): The Middle Class Working Women

(R) Esther Peterson, "Working Women," in Lifton (ed.), The Woman in America, and Lotte Bailyn, "Notes on the Role of Choice in the Psychology of Professional Women" in ibid. (10 copies in folders on reserve)

(R) Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work, chapters 1,4,8,10

(R) E. and K. Kenniston, "An American Anachronism: The Image of Women and Work," American Scholar (Summer 1964) (10 copies in folders on reserve)

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(R) David Potter, "American Women and the American Character," in John Hague (ed.), American Character and Culture (A superb historian puts his mind to work on this vital question--result is the thesis that improved status has not led to improved morale)

(S) Bruno Bettelheim, "Growing Up Female," Harpers (Oct. 1962) (Discusses how the educational system prepares women for a liberated life when, in fact, not often is wide-ranging choice for women to be found in American society)

(S) Mildred Weil, "An Analysis of the Factors Influencing Married Women's Actual or Planned Work Participation," American Sociological Review (Feb. 1961) (A key article though the sociologese makes tough going for the uninitiated)

(S) Evelyn Ellis, "Social Psychological Correlates of Upward Social Mobility among Unmarried Career Women," American Sociological Review (Oct. 1952) (A brief article that contends that most of these women are neurotic)

(S) Sanford Dornbusch and David Heer, "The Evaluation of Work by Females, American Journal of Sociology (July 1957) (3 page article--rough going--sample includes non-white females too)

(R) National Manpower Council, "Womanpower and Work in the Lives of Married Women"

(S) Edward Saveth, "The Problem of American Family History," American Quarterly (Summer 1969) (Historiographical, with emphasis on the dual role)

QUESTION: "The middle class working woman is condemned to a schizoid life. For her, there is really no solution." Eh?

Meeting #13: No class -- THE LONG PAPERS ARE DUE BEFORE VACATION

Meeting #14 (Tues. Jan. 5; Thurs. Jan. 7):

Contemporary Woman's Liberation - A Comparative Perspective on Tactics and Obstacles Faced

(P) Motive, XXIX, nos. 6-7 (March - April 1969)

(R) Kate Millett, Sexual Politics, chapter 4, Women in the USSR and Nazi Germany: From Victory to Defeat)

(S) Periodical articles on women in Holland, Sweden and the USSR

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(R) Urie Bronfenbrenner, "The Changing Soviet Family" in Donald Brown (ed.), The Role and Status of Women in the Soviet Union (sees retreat in Soviet policies toward the family)

(R) Eva Merriam, After Nora Slammed the Door: American Women in the 1960's (An early example of the new feminism--intentionally humorous)

(R) Evelyn Goldfield et al., "A Woman is a Sometime Thing," in Priscilla Long (ed.), The New Left: A Collection of Essays

(S)--or newsstand--or dorm) See images of women in Ladies Home Journal, McCalls, Redbook, Good Housekeeping, Seventeen, Ingenue, Cosmopolitan, Single Girl, Glamour, Mademoiselle, Vogue, Harper's Bazaar, Screenlife, Silver Screen, Better Homes and Gardens, Women's Day, House Beautiful, Modern Bride

(R)--unclassified) Pat Ryan, "There She Is, Miss America," Sports Illustrated, (Oct. 6, 1969), pp. 70-82 (Makes no bones about why Miss America is the ideal symbolic target for WLM protest)

Mao Tse-Tung, Quotations from Chairman Mao: The Little Red Book (Chapter on women is very big in Weatherwoman circles--So is V.I. Lenin, The Emancipation of Women and Engel's writings on the woman too)

"The Sexual Renaissance in America," special issue of Journal of Social Issues (April 1966) (Interlibrary loan)

(R) Alice Rossi, "Equality Between the Sexes: An Immodest Proposal," in Lifton (ed.), The Woman in America (a blueprint for action?)

QUESTION: Do you find models for women's liberation appealing? What sort of social arrangement do you think would suit you best? One drawn from historical precedent? One drawn from feminism elsewhere? One not yet devised?

Mr. Weinstein

Smith College
Fall, 1970

APPROACHES TO THE STUDY OF AMERICAN FEMINISM

I. Feminism: Problems of Definition

READING: *Lotte Bailyn, "Notes on the Role of Choice in the Psychology of Professional Women."
*Carl Degler, "The Changing Place of Women in America"
*Erik Erikson, "Inner and Outer Space: Reflections on Womanhood"
*Robert J. Lifton, "Woman as Knower: Some Psychohistorical Perspectives"
William O'Neill, "Feminism as a Radical Ideology" (Xeroxed)
David Potter, "National Character," in E. Saveth, ed., American History and the Social Sciences (Xeroxed)

*(Included in Robert J. Lifton, ed., The Woman in America or in Daedalus, Spring 1964)

II. The Women's Rights Movement: Historical Measurements

READING: Eleanor Flexner, Century of Struggle
or Andrew Sinclair, The Emancipation of the American Woman
and
William O'Neill, Everyone was Brave (selections)
or Robert Riegel, American Feminists (selections)
Aileen Kraditor, "Introduction" to Up From the Pedestal (Xeroxed)

III. Case Studies in American Feminism

A. Margaret Fuller: The Emergence of the "New Woman"

Nathaniel Hawthorne, The Blithedale Romance
Perry Miller, ed., Margaret Fuller, American Romantic (selections)
William R. Taylor and Christopher Lasch, "Two 'Kindred Spirits': Sorority and Family in New England, 1839-1846" (Xeroxed)
John Thomas, "Romantic Reform in America" (Xeroxed)

RECOMMENDED: C. S. Griffin, The Ferment of Reform, 1830-1860
Harriet Marteneau, Society in America, ed. S. M. Lipset, pp. 125-281, 291-308
Mason Wade, The Writings of Margaret Fuller (2 vols.)
_____, Margaret Fuller: Whetstone of Genius

B. The Suffrage Reformers

Review Flexner and O'Neill (selections)
Silven S. Tomkins, "The Psychology of Commitment. . ." (Xeroxed)
James McGovern, "Anna Howard Shaw: New Approaches to Feminism" (Xeroxed)
plus the reading of one biography or autobiography of a major figure in the woman's suffrage movement, which may be taken from a list to be distributed
J. A. and Olive Banks, Feminism and Family Planning in Victorian England, pp. 15-57.

RECOMMENDED: Francis Parkman, Vassal Morton
Elizabeth Cady Stanton, et. al., History of Woman's Suffrage, 6 vols.

C. The Theory and Practice of Domesticity

Barbara Welter, "The Cult of True Womanhood: 1820-1860 (Xeroxed)
Paul Conner, "Patriarchy: Old World and New" (Xeroxed)
Winthrop D. Jordan, "Notes on Antebellum Southern Images of Woman Negroes" (Xeroxed)
Gail Parker, "Mary Baker Eddy and Sentimental Womanhood" (Xeroxed)
David Brion Davis, "Jealousy and the Immoral Wife," from Homicide and American Fiction (Xeroxed)
Miss Beecher's Domestic Receipt-Book (1854) -- (selections)
J. A. and Olive Banks, Feminism and Family Planning in Victorian England, pp. 58-84

RECOMMENDED: Mary Boykin Chestnut, A Diary from Dixie
The Law of Baron and Femme (1816)
Betty Friedan, The Feminine Mystique

D. The Woman of Affairs: Kate Chase Sprague

Henry Adams, Democracy
Thomas and Marva Belden, So Fell the Angels
or Isabel Ross, Proude Kate
*Joan M. Erikson, "Notes of the Life of Eleanor Roosevelt"

*(Robert J. Lifton, ed., The Woman in America.)

E. Professional Women: A Pair of Female Physicians

Directing the seminar this week will be Mr. Walter Harp of the State University of New York (Stony Brook)

READING: W. D. Howells, Dr. Breen's Practice
Review Taylor and Lasch, Riegel and Lotte Bailyn

RECOMMENDED: (The autobiographies of the two physicians under discussion)
Harriet K. Hunt, Glances and Glimpses (1856)
Marie Zakrzewska, A Woman's Quest

F. Victoria Woodhull and Mabel Dodge Luhan: Feminism as a Cultural Style

Woodhull and Clafin Weekly, 1873-74 (selections)
Robert Riegel, "Women's Clothes and Women's Rights (Xeroxed)
J. A. and Olive Banks, Feminism and Family Planning in Victorian England (review)
Christopher Lasch, "Woman as Alien," and "Mabel Dodge Luhan: Sex as Politics," in The New Radicalism in America
James R. McGovern, "The American Woman's Pre-World War I Freedom in Manners and Morals (Xeroxed)
William L. O'Neill, "Divorce in the Progressive Era" (Xeroxed)

RECOMMENDED: Johanna Johnston, Mrs. Satan: The Incredible Saga of Victoria C. Woodhull
Mabel Dodge Luhan, Intimate Memories (autobiography), vol. 1, Background; Vol. 2, European Experiences
Kate Millett, Sexual Politics

G. Jane Addams: Feminism as Social Reform

Jane Addams, Twenty Years at Hull-House
Christopher Lasch, "Jane Addams: The College Woman and the Family Claim," in The New Radicalism in America
Jill Conway, "Jane Addams: An American Heroine"
Arthur Mann, "The New and the Newer Women," in Yankee Reformers in the Urban Age
Staughton Lynd, "Jane Addams and the Radical Impulse," Commentary (July 1961)
Christopher Lasch, "Introduction" to The Social Thought of Jane Addams (Xeroxed)

RECOMMENDED: Christopher Lasch, ed., The Social Thought of Jane Addams
Margaret Tims, Jane Addams of Hull House, 1860-1935

H. Margaret Sanger: Sexual Values and the Family

David Kennedy, Margaret Sanger
or Margaret Sanger, Autobiography
Review Erik Erikson
*Alice S. Rossi, "Equality Between the Sexes: An Immodest Proposal" (Xeroxed)
J. A. and Olive Banks, Feminism and Family Planning in Victorian England, review previous assignments and read also pp. 1-14, 85-134

RECOMMENDED: Theodore Dreiser, An American Tragedy
Sidney Ditzion, Marriage, Morals and Sex in America: A History of Ideas

*(Included in Robert J. Lifton, ed., The Woman in America)

IV. Discussion of paper topics

V. Recapitulation: New Directions in the Study of Feminism

READING: Gerda Lerner, "New Approaches to the Study of Women in American History" (Xeroxed)

Robert Averitt
Department of Economics

Smith College
1970-71

PRO-SEMINAR: WOMEN IN THE AMERICAN ECONOMY

Economics 202b is not a course. It is a pro-seminar. In our departmental pro-seminars we consider topics outside the mainstream of traditional work by professional economists. We try to decide, teacher and students, whether or not received economic theory has explanatory power when applied to this new problem. The expected answer is that conventional theory yields a number of useful insights. We then ask whether additional analytical gains can be made by applying unconventional theories or even by developing new ones.

With this in mind, my present plan is to structure Economics 202b around the following themes:

1. Does conventional macroeconomic and microeconomic theory tell us anything about the special and curious role of women in American economic life? In particular, are these theories useful in interpreting the data concerning female industrial employment patterns, female money income, and the allocation of time-use between American males and females?

2. Can general systems theory or an economic theory based upon a time theory of value help explain what we know empirically about the economic tasks performed by women?

3. Given our knowledge of economic theory, what can we say about the validity of the following propositions? How would one go about proving or disproving these assertions?

   A. American capitalism does not <u>create</u> discrimination against women; it merely provides a quantifiable mirror image of women's inferior status in American culture. Men tend to assign themselves the high-status work in every patriarchial culture. Since in America money is an important measure of status, men tend to monopolize those jobs yielding the highest money income. Seen in this light, capitalism is consistent with an inferior status for women, but it does not require it. To attack the capitalist system as woman's oppressor is merely to engage in the common but fruitless assassination of the messenger bearing the bad news.

   B. Women do socially necessary work in America even when they remain housewives. They devote their labor-time to the socially necessary tasks of consumption -- shopping, cooking, housecleaning, rearing the next generation (this last activity may be considered a form of production as well as consumption). But consumption work, although socially necessary, is traditionally unpaid. In a culture where money income determines status, a specialization in unpaid work may contribute to feelings of inferiority.

   C. Most American women who are not members of our impoverished underclass have achieved a form of economic security that we have not yet extended to men. That is, they have, if they are married, a guaranteed annual income. So long as their marriage remains intact, their money income continues. If they divorce, their money income may fall, but it will usually not fall to zero (alimony). Does this peculiar economic arrangement help us gain an understanding of male and female behavior?

D. Every society must produce goods as well as services. Goods production involves the relationship between man and nature, while service work of the "personal service" variety involves the relationship between man and man. In America a division of labor has evolved that assigns most man-nature work to men, and the bulk of man-man work to women. Woman's economic place is in the home with children, or at least in the people-oriented services -- nursing, elementary education, retail clerking. If they are to be competently performed, both types of work must be socially reinforced by sanctifying social fictions. Yet these two types of social fiction, one stressing the importance of thing work and the other the importance of people work, seem inherently contradictory. How can this problem of social engineering be solved? Answer: Create a dual culture based, if possible, on a biological, and thus empirically established, difference. A strong candidate for this dual culture-biological basis is the male-female sex difference. Another possibility, of course, is the difference in skin pigmentation between races. So long as persons of different sex, and persons of different race, internalize the cultural attitudes assigned them, an economic system can have the best of all possible worlds in this matter. Of course, separate is inherently unequal so money income will flow to the high status work, putting pressure on those sanctions used to reinforce low-status but socially necessary work.

I hope that this brief statement gives the reader some information about the kinds of work done in our economics pro-seminars. Needless to say, the questions I have suggested concerning the role of women in the American economy represent no more than a sample of those available.

The Economics Department at Smith did not give pro-seminars until this year. Our first pro-seminar is being offered this fall by Mr. Leonard. The fall topic is environmental economics. Yale University is offering a course this spring on Women in the Economy. I know of no other such courses offered currently or in the past in the Connecticut Valley or elsewhere.

Frank Battaglia
Department of English
University of Wisconsin

MAN, SCIENCE AND SOCIETY SERIES
SOCIAL CONTROL: MEN AND WOMEN AND THE OPPRESSION OF WOMEN

An intensive study of the influence of family structure and institutionalized living patterns on the development of personality and behavioral traits. The course will analyze the connection among these elements in the socio-economic systems of the contemporary United States, feudal and revolutionary China, tribal Africa, and the American Indians. The psycho-analytic theories of Reich, Roheim, Brown, Laing, and Fanon will be used as tools of personality analysis.

Frederick Engels, Origin of the Family, Private Property and the State, International paperback.
Mirra Komarovsky, Blue Collar Marriage, Vintage.
C. K. Yang, Chinese Communist Society: The Family and the Village, MIT Press paperback.
William Hinton, Fanshen, Vintage.
Jan Myrdal, Report from a Chinese Village, Signet.
Chinua Achebe, Things Fall Apart, Fawcett-World.
Paul Robinson, The Freudian Left, Harper Colophon.
R. D. Laing, The Divided Self, Penguin.
Frantz Fanon, Studies in a Dying Colonialism, Grove paperback.
Recommended, Ronald Sampson, The Psychology of Power, Vintage.
Recommended, Norman Brown, Life Against Death, Vintage.
Recommended, Simone deBeauvoir, The Second Sex, Bantam.
Recommended, Herbert Marcuse, Eros and Civilization, Vintage.
Jack Beldon, "Goldflower's Story," New England Free Press, 791 Tremont St., Boston, Mass. 02118.
William Hinton, "Fanshen Re-examined," NEFP.
Anna Louise Strong, "Rise of the People's Communes," NEFP.
China Policy Study Group Broadsheet, Vol. 7, #8, August 1970.
Margaret Benston, "The Political Economy of Women's Liberation" NEFP.
Leviathan, Vol. 2, No. 1, May 1970.
Laurel Limpus, "Liberation of Women -- Sexual Repression and the Family," NEFP.
Pat Mainardi, "The Politics of Housework," NEFP.
Anne Koedt and Nancy Mann, "The Myth of the Vaginal Orgasm" and "A Reply," NEFP.
Patricia Robinson, et. al., "Poor Black Women," NEFP.
U.S. Department of Labor, Woman's Bureau, "Underutilization of Women Workers," August 1967.
USDL, WB, "Labor Department Guidelines to Bar Sex Discrimination on Government Contract Work," USDL 11-265 with Tit. 41, Chap. 60, Part 60-20.
USDL, WB, "Fact Sheet on the Earnings Gap," Feb. 1970.
USDL, WB, "A Report of the President's Task Force on Women's Rights and Responsibilities," April 1970.
USDL, WB, "Laws on Sex Discrimination in Employment," 1970.

Susan Baurque
Government Department

Smith College
Spring 1971

SEX AND POLITICS: THE IMPACT OF SEX ON POWER AND INFLUENCE IN SOCIETY

The object of this seminar is to improve the students' grasp of certain concepts in political science and enlarge their understanding of political life by enabling them to engage in a rigorous analysis of the relationship between sex and politics.

The seminar material is divided into four parts: political theory, political socialization, political behavior, and political decision-making. Students will examine the legacy of classic political thought about the division of power along sex lines and the modern approaches to this issue. Under the heading of political socialization they will examine the content of male and female socialization and the impact of this socialization on political and social institutions. In considering the relationship between sex and political behavior the students will examine two general areas: political movements that have sought to realign the division of power on the basis of sex-oriented concerns, and political behavior in modern societies especially American society as reflected in voting patterns, leadership patterns, and informal influence patterns.

In the remainder of the seminar students will consider concrete cases in the making of political decisions on issues with a sexual content, that is, how those decisions get made and who makes them. The three issues which will be covered are birth control and population, the law (equal rights and protective legislation), and sex education.

Students will write a research paper based on one of the decision-making issues. In addition, students will become familiar with survey data and survey analysis techniques using data on women's attitudes and characteristics.

Theoretical Approaches

Ernest Barker, The Politics of Aristotle
The Republic of Plato
Friedrich Engels, The Origins of Family, Private Property and State
Karl Marx, Friedrich Engels, V. Lenin, J. Stalin, The Woman Question (selected writings)
John Stuart Mill, The Subjection of Women
Alice Rossi, "Sex Equality: The Beginnings of Ideology," The Humanist
Kate Millett, Sexual Politics

Political Socialization

R. E. Dawson and K. Prewitt, Political Socialization
David Easton, Robert Hess and Fred Greenstein, selected articles on Children's political socialization in the Public Opinion Quarterly, The Midwest Journal of Political Science, and the American Political Science Review
Herbert Hyman, Political Socialization
Bruno Bettelheim, Children of the Dream
Sarah Spinks, "Sugar and Spice", This Magazine is About Schools
Margaret B. Crook, Women and Religion
Mary Daly, The Church and the Second Sex

Political Behavior

A. Political Movements

Franz Fanon, Studies in Dying Colonialism
Eleanor Flexner, Century of Struggle
Aileen Kraditor, ed., Up From the Pedestal
William O'Neill, Everyone Was Brave
Gunnar Myrdal, An American Dilemma, appendices

B. American Politics

Angus Campbell, The American Voter
Cuber and Haroff, Sex and the Significant American
Martin Gruberg, Women in Politics
Peggy Lamson, Few Are Chosen
Lawrence Ludovici, The Final Inequality

C. Comparative Perspectives

Richard Fagin, The Transformation of Political Culture in Cuba
William Hinton, Fanshen
Brigitta Linnear, Sex and Society in Sweden
Ronald Sampson, The Psychology of Power
Robert Scott, "The Political Culture of Mexico", in Political Culture and Political Development

Political Decision-Making

A. Population and Birth Control

American Friends Service Committee, Who Shall Live
Elizabeth T. Douglas, Margaret Sanger
David Lowe, Abortion and the Law
M. Potts, ed., A Guide to the Abortion Act 1967

B. The Law - Equal Rights and Protective Legislation

Cases: Muller vs. Oregon, Brandeis brief; Lochner vs. New York; Hoit vs. Florida
Pauli Murray and Mary Eastwood "Jane Crow and the Law", in The George Washington Law Review
Leo Kanowitz, Women and the Law
The Civil Rights Act of 1964
Margery Leonard, The Equal Rights Amendment: Questions and Answers Prepared by the Research Department of the National Women's Party

C. Sex Education

Mary Breasted, Oh! Sex Education
Herbert Gans, The Levittowners
Robert Wood, Suburbia, Its People and Their Politics
A. J. Vidich and J. Bensman, Small Town in Mass Society

Barbette Blackington
Department of Sociology

American University
Washington, D.C.
Fall 1970

GRADUATE SEMINAR IN SOCIAL ORGANIZATION: WOMEN

Course Description

A graduate seminar, limited to a student enrollment of ten students, which will meet once a week, Tuesday, 3:05 - 5:45. It is assumed that the students in the course will have mastered the fundamentals of social organization at the undergraduate level and are prepared for specialized work.

The way in which women, always a complex social group, have been organized into the industrial labor force will be examined in the first half of the course. Classic works in this area, such as C. D. Wright's The Working Girls of Boston, Elizabeth Beardsley's Women and the Trades, and Edith Abbott's Women in Industry will be read. The processes by which women were moved as a work force from the home into the factories and workshops will be examined. The unique ways in which women workers were used, comparison of their position in the industrial work force with that of men and children, and the ways in which their industrial work affected the organization of their home and family life will be studied.

The second part of the course will examine the ways in which women organized themselves into a social protest movement. The history of their organizational efforts in England and America will be examined. The nature of the present-day organizational efforts of the various women's protest groups will be included and analyzed.

Comparison will be made of the ways in which men organize women and themselves with those used by women in organizing themselves.

Assignments

Apart from weekly reading in the literature students will be expected to undertake research in one of the two areas described above. The class may vote to do collective research which will be published as a book or vote to do individual projects.

Marjorie Childers
Economics and Sociology

Mount Holyoke College
First Semester, 1970-71

SELECTION ON WOMEN

TEXTS:

Dabaghian, Mirror for Man
Berger, Invitation to Sociology
Mead, Male and Female
Lifton, The Woman in America
Myrdal & Klein, Women's Two Roles
Connell, Mrs.Bridge
Williams, Sissie
Hacker, "Women as a Minority Group", a reprint
Mitchell, "The Longest Revolution"
Berger & Luckmann, The Social Construction of Reality (will be used for the final exam book
Friedan, The Feminine Mystique (recommended but not required)

ASSIGNMENTS:

I. Introduction - September 18-21

Dabaghian, Chapters 1 and 2; Berger, Chapters 1 and 2

II. Culture - September 23-28

Dabaghian, chapter 4; Berger, Chapter 4; Mead, Chapters 3 through 7; Lifton, Essay by Lifton. Recommended but not required: Friedan, Chapter 6; Debaghian, Chapter 19; Mead - Read on if you wish.

III. Socialization and Roles - September 30-October 7

Debaghian, Chapter 5; Berger, Chapter 5; Lifton, Essays by McClelland and E. Erikson; Start reading Connell

On reserve in the library:

Komarovsky, "Functional Analysis of Sex Roles" in American Sociological Review, Vol. 15 (1950) pp. 508-516
Parsons, "Age and Sex in the Social Structure" in American Sociological Review, Vol. 7, (1942) pp. 604-616

IV. Small Groups, Primary Groups and the Family - October 9-16

Dabaghian, Chapter 6; Mead, Chapters 13 and 16; Finish Connell; Begin Williams

On reserve in the library:

Slater, "Parental Role Differentiation" in American Journal of Sociology, Vol. 67 (1961) pp. 296-311

V. Large Groups and Formal Groups - October 19-26

Debaghian, Chapters 12, 17 and 10; Myrdal and Klein (all); Lifton, Essays by Peterson and Bailyn

On reserve in the library:

Langer, articles on Women at the Telephone Company in New York Review of Books, in issues of March 12 and 26, 1970

VI. Stratification - October 28 - November 15

Debaghian, Chapters 7, 8 and 9; Mitchell, reprint; Haeker, reprint; Finish Williams; Lifton, Essay by Rossi

On reserve in the library:

Rossi, "Sex Equality: The Beginnings of Ideology" (in unclassified section)

VII. Deviancy, Change and Control - November 18-December 11

Dabaghian, Chapters 3 and 11; Lifton, Essays by Rostow and Degler; Berger, Chapter 6

VIII. Recapitulation - December 14-16

Dabaghian - Epilogue; Berger, Chapter 8; Begin Berger and Luckmann - to be concluded during first week in January in lieu of class meetings

Ely Chinoy

Smith College
Fall 1970

INTRODUCTION TO SOCIOLOGY: WOMEN IN AMERICAN SOCIETY

The growth of a "new feminism" in the last few years has raised many questions about the status and problems of women in American society. The focus of this section will be on the position of women in modern society, the roles they play, and the difficulties they experience.

Unfortunately -- and perhaps surprisingly -- the sociological literature on women is limited. Some of the reading is therefore polemical rather than analytic. Our task, with such reading, will be to subject the polemics to sociological analysis. But it will also be necessary to relate our analysis to your own experience, attitudes, and expectations.

The bulk of the required reading will be in the following books, all available in paperback editions:

Caroline Bird, Born Female (Pocket Books, $.95)
Betty Friedan, The Feminine Mystique (Bantam, $.95)
Robert J. Lifton (ed.), The Woman in America (Beacon, $2.45)
Alva Myrdal and Viola Klein, Women's Two Roles: Home and Work (Humanities Press, $2.50)
Additional assignments will be available in Lyon Reading Room.

OUTLINE AND ASSIGNMENTS:

1. Culture, Biology and Sex Roles: The Problem

   Friedan, Chs. 1, 2, 3
   Lifton, pp. 1-26 (by Erik Erickson) and 173-192
   Myrdal and Klein, Chs. 1, 2, 3

2. Women at Work

   Bird, Chs. 1, 2, 3, 4, 5
   Myrdal and Klein, Chs. 4, 5, 6

3. Marriage and the Changing Family

   Lifton, pp. 211-35 (by Edna G. Rostow)
   Myrdal and Klein, Ch. 7
   Rose, The Study of Society, pp. 528-38 (by William J. Goode and pp. 539-47 (by John Sirjamaki)

4. Values and the Interpretations of Women's Roles

   Bird, Chs. 7, 8
   Friedan, Chs. 4, 6, 8, 9, 10, 11
   Lifton, pp. 52-71 (by Diana Trilling)

5. The Education of Women

   Friedan, Ch. 7
   E. Chinoy, Coeducation at Smith, Part I.

6. The Problem of Equality

Lifton, pp. 98-143 (by Alice Rossi) and pp. 193-210 (by Carl Degler)
Bird,Ch. 10

7. The New Feminism

Bird, Ch. 9
Friedan, Chs. 13, 14

Also look through some of the women's liberation material available in the Sophia Smith Collection

SUPPLEMENTARY BIBLIOGRAPHY:

J. Bernard, Academic Women
S. de Beauvoir, The Second Sex
C. F. Epstein, Women's Place
S. M. Farber and R. H. L. Wilson, The Potential of Women
E. Flexner, Century of Struggle
E. Ginzberg, Life Styles of Educated Women
S. Gruenberg and H. Krech, The Many Lives of Modern Women
G. Harbeson, Choice and Challenge for the American Woman
V. Klein, Feminine Character: History of an Ideology
M. Komarovsky, Women in the Modern World
M. Mead, Male and Female
K. Millett, Sexual Politics
K. Mueller, Educating Women for A Changing World
National Manpower Council, Womanpower
M. Newcomer, A Century of Higher Education for Women
F. I. Nye and L. W. Hoffman, The Employed Mother in America
L. Rainwater, R. P. Coleman, and G. Handel, Workingman's Wife
R. Smuts, Women and Work in America
L. White, Educating Our Daughters

Jan Dizard Smith College

SOCIOLOGY OF THE FAMILY

FOCUS:

The Industrial Revolution brought in its wake a myriad of social dislocations, not least of which was the disruption of then traditional forms of family organization. The analysis of the effects of industrialization on the family has formed an important debate in the social sciences. On the one hand, disorganization and demoralization were seen as principle outcomes. On the other, new levels of integration and new family forms were postulated. The central purpose of much of this course is to enter this debate and in the process deepen our understanding of one of the central features of social organization.

I. Competing Perspectives

Edwards (ed.), The Family and Change, Part One
Smelser, Social Change in the Industrial Revolution, Chaps. 10 and 11
Parsons and Bales, Family, Socialization, and Interaction Process, Chap. 1
Burgess, Locke and Thomas, The Family, (3rd ed.), Part Four
Engels, The Origin of the Family, Private Property, and the State
Bell and Vogel (eds.), The Family, Chap. 13

II. Family Organization: The Dynamics of Role Relationships

Parsons and Bales, Chaps. 6 and 7
Blood and Wolfe, Husbands and Wives, pp. 11-74
Bell and Vogel, Part III
Slater, "Social Limitations on Libidinal Withdrawal," in Coser, The Family, pp. 220-247
Slater, "Parental Role Differentiation," in Coser, pp. 350-369

III: Family and Society

A. Overview

Scanzoni, Opportunity and the Family
McKinley, Social Class and Family Life
Edwards, Part II
Dizard, Social Change and the Family

B. Working Class Families

Komarovsky, Blue Collar Marriage
Rainwater, et. al., Working Man's Wife

C. Middle Class Families

Seeley, et. al., Crestwood Heights
Bell and Vogel, Chap. 10

D. Familial Politics: The Socialization of Mother and Child

Lifton (ed.), The Woman in America
Epstein, Woman's Place
Millett, Sexual Politics, Chap. 2
Kenniston, The New Radicals

IV: Family Disorganization

Goode, Women in Divorce

V: The Changing Family

Edwards, Part III

Matina S. Horner
Social Relations

Harvard University

PRO-SEMINAR - FEMININE PERSONALITY

READING LIST:

1. Arieti, The American Handbook of Psychiatry, Vol. I. N.Y., Basic Books, 1959. Benedek: Sexual Function in Women and Their Disturbance.
2. Bardwick, Douvan, Horner and Gutmann: Feminine Personality and Conflict, Brooks/Cole, 1970.
3. Chasseguet - Smirgel, Female Sexuality, University of Michigan Press, Ann Arbor, 1970.
4. Coppen and Keasal "Menstruation and Personality," British Journal of Psychiatry, 1963, 109, 711-721.
5. Daedalus, 1964, Vol. 93, Spring Issue on Women.
6. Farber and Wilson (eds.), The Potential of Woman, McGraw Hill, 1963.
7. Freud, New Introductory Lectures on Psychoanalysis, Norton, 1965.
8. Glick, I.D., "Mood and Behavioral Changes Associated with the Use of Oral Contraceptives: A review of the literature", Psychopharmacologia, 1967, 10, 363-374.
9. Horner, "The Psychological Significance of Success in Competitive Achievement Situations: A threat as well as a promise - (pre-publication draft)", in Selected Readings.
10. Horner (Dissertation), Sex Differences in Achievement Motivation, etc., 1963.
11. Ivey and Bardwick: "Patterns of Affective Fluctuations in the Menstrual Cycle", Psychosomatic Medicine, 1968, 30, 336-345.
12. Kagan and Moss, Birth to Maturity, New York, Wiley, 1962.
13. Lifton, R. J. (ed.), The Woman in America, Beacon, 1964.
14. Maccoby, E. (ed.), The Development of Sex Differences, Stanford, Stanford University Press, 1966.
15. Paige, K. The Effects of Oral Contraceptives on Affective Fluctuations Associated with the Menstrual Cycle - Unpublished Doctoral Dissertation University of Michigan, 1969.

These are basic sources many of which have extensive bibliographies. We will also use an extensive topical annotated bibliography. This is not available for distribution.

TOPICS TO BE COVERED IN THE SEMINAR INCLUDE:

1. Psychoanalytic and Neoanalytic Contributions to a Psychology of Women
2. Endocrines and Sexuality - Psychosomatic Responses
3. Identification Processes in Children and Adolescents
4. Development of Sex Role Identity and Sex Role Acquisition
5. Sex differences in Important Psychological Variables
6. Movement Toward Change

Mary Ritchie Key
Department of English
U. of California-Irvine
1969-71

LINGUISTIC BEHAVIOR OF MALE AND FEMALE

I. Introduction

II. Other Languages of the World

Bilingual; English as a Second Language

III. Structural Features of Language

Phonological: Pronunciation; Suprasegmental Patterns

Grammar: Morphological Restrictions; Syntactic Patterns

Grammatical Categories -- Selectional Restrictions

Gender: Grammatical, Semantic

IV. Nonverbal Correlates of Language: Paralanguage

V. Male and Female Usage

Language Skills and Education

Vocabulary Differences
Words male/female use
Words used to refer to male/female

Taboo words and Concepts

Status and Standard/Nonstandard

Titles of Address, Proper Names, Greetings

Masculinity and Feminity and Styles of Speech

Pronominal and Morphological Referents to Relation to Roles in Society

Male and Female Authors and Implications in Writing and Literature

Literature Written for Male/Female

VI. Language and Culture

VII. Language Change

Bibliography

I. General

Furley, Paul Hanly, "Men's and Women's Language", The American Catholic Sociological Review 5 (1944), pp, 218-223

Jespersen, Otto, Language: Its Nature, Development, and Origin, Chap. 13 "The Woman" (1921), pp. 237-254

Kraus, Flora, "Die Frauenspracte bei den primitiven Völkern," Imago 10.215 (1924), pp. 296-313

Reik, Theodor, "Men and women speak different language," Psychoanalysis 1-2 (Spring-Summer 1954), pp. 3-15

II. Other Languages of the World

Blood, Doris, "Women's speech characteristics in Cham," Asian Culture 3.3-4 (1962), pp. 139-143

Chamberlain, Alexander F., "Women's Languages," American Anthropologist 14 (1912), pp. 579-581

Flannery, Regina, "Men's and women's speech in Gros Ventre," International Journal of American Linguistics, 12.3 (1946), pp. 133-135

Haas, Mary R., "Men's and women's speech in Kossati," Language, 20 (1944), pp. 142-149. Reprinted in Dell Hymes, Language in Culture and Society, pp. 228

Sapir, Edward, "Male and female forms of speech in Yana", in St. W. J. Teeuwen, ed. Donum Natalicium Scbrijnen, 1929, pp. 79-85. Reprinted in David C. Mandelbaum, ed., Selected Writings of Edward Sapir: In Language, Culture and Personality, (1968), pp. 206-212

III. Structural Features of Language

Colaclides, Peter, The pattern of gender in Modern Greek," Linguistics: An International Review, 5 (May 1964), pp. 65-68

Frazer, J. G., "A suggestion as to the origin of gender in language," Fortnightly (Review) 73 (January 1900), pp. 79-90

Furfey, Paul Hanly, "The Semantic and grammatical principles in Linguistic analysis," Studies in Linguistics, 2.3 (Summer 1944), pp. 56-66

Hall, Robert A., "The 'neuter' in Romance: a psuedo-problem," Word, 21.3 (December 1965), pp. 412-427

Jespersen, Otto, The Philosophy of Grammar, Chap. 17 "Sex and gender" (1924), pp. 226-243

Mauss, Marcel, "On language and primitive forms of classification," Reprinted in Dell Hymes, ed., Language in Culture and Society, pp. 125-127

Meillet, A.,"Le genre feminin dans les langues Indo-Europeennes," Journal de Psychologie: Normale et Pathologique 20 (1923), pp. 943-944. Reprinted as "The feminine gender in the Indo-European languages," Dell Hymes, ed., Language in Culture and Society p. 124. Also in Meillet, Linguistique Historique et Linguistique Generale (1926-1936), Vol. II, pp. 24-28

Musacchio, George L., "Milton's feminine pronouns with neuter antecedents," Journal of English Linguistics 2 (March 1965), pp. 23-28

Snegirev, I. L., "On a certain expression for feminine gender in the Zulu and Xosa languages," Iazyk I Myshlenie 3-4 (1935), pp. 281

Svartengren, T. Hilding, "The use of the personal gender for inanimate things," Dialect Notes 6 (19), pp. 7-56

IV Male and Female Usage

Ackerman, Louise M., "'Lady' as a synonum for 'woman'," American Speech 37 (1962), pp. 284-285

Goldberg, Philip, "Are women prejudiced against women?" Trans-Action, 5.5 (April 1968), pp. 28-30

Hancock, Cecily Raysor, "'Lady and 'Woman'," American Speech 38 (October 1963), pp. 234-235

Kimbrough, Marvin G., "A study of sex-differences in vocabulary among freshman students at Houston-Tillotson College, Austin, Texas"

Shuy, Roger W., "Sex as a factor in sociolinguistic research," Mimeo, Center of Applied Linguistics, 1965, pp. 15

V. Language and Culture

Altshuler, Nathan, "Linguistic forms as symbols of people" International Journal of American Linguistics, 22.2 (1936), pp. 106-112

Trager, George L., "A scheme for the cultural analysis of sex," Southwestern Journal of Anthropology, 18.2 (Summer 1962), pp. 114-118

Dr. Marlowe

Manhattan Community College
City University of New York

PSYCHOLOGY OF WOMEN

Prospectus:

This course considers the shaping of the feminine personality in contemporary American society. It begins with the "ideal" family and studies the socialization processes that prepare women for culturally defined sex roles.

Throughout development, children are exposed to institutional as well as interpersonal influences imparting images and identities: e.g. schools and mass media. Within these agencies, explanations are offered as to why the current structures exist: rewards and punishments for conforming and deviant behavior perpetuate them. Such explanations require searching examinations, as does the justification for (and alternatives to) existing goals.

Since one goal of this course is to increase the participation of women in society, some activity projects will be used as instruction devices. The course lends itself to socio-dramatic techniques, commitment training through practice, and independent exploration.

I. Power Relationships in the Family

a. The neolocal, nuclear, conjugal family
b. Other kinds of families
c. The economic worth of children
d. Infanticide and sex preferences

Readings: Green, Marx, Laws, Sampson, Sechehaye
Projects: Being a brother, son, father (sociodrama)

II. Archetypes and Roles

a. Mythical conceptions
b. Cultural configurations
c. Women as objects; women as subject
d. Caste and class

Readings: Broverman (MH), DeBeauvoir, Friedan, Hacker, Hays, Janeway, Montagu, Shainess(I), Trilling
Projects: Museum visits--art, historical, anthropological

III. Socialization

a. Media images
b. Formal and informal education
c. Training for incompetence and failure
d. Occupational aspiration and choice

Readings: Bem & Bem, Benedict, Gardner, Horner, Komarovsky, Lifton, Mead, Uhnak, Weisstein, Vogel
Projects: Independent Study--media programs and advertisements, school readers and texts, career survey

IV. Female and/or feminine

a. Definition of personality traits
b. Gender
c. Women in Groups
d. Sexual Weaponry

Readings: Bird, Brothers, Broverman(CS), DeMartino, Horney, Schwarz, Tiger
Projects: Self-study--image, concept, ideal

V. Alternatives

a. Personality and life style
b. The marital state
c. Do women have human rights?
d. Are men ready for androgeny?

Readings: Colebrook, Fairchild, Harbeson, Maslow, Newland, Rollin, Shainess(A)
Projects: Rewriting an autobiography; Breaking norms by role-reversal

Source Materials:

Goslin (ed.) Handbook of Soc alization: Research and Theory
Patai (ed.) Women in the Modern World

Reports: President's Commission 1963; Governor's Committee (NY) 1964; President's Task Force 1970

Magazines: Cosmopolitan; Ladies Home Journal; Playboy

Reprints:

Bem & Bem, Training the Woman to Know Her Place; Benedict, Continuities and Discontinuities in Cultural Conditioning; Broverman, Sex-Role Stereotypes and Clinical Judgments of Mental Health; Broverman, Sex-Role Stereotypes and Self-Concepts in College Students; Gardner, Sesame Street and Sex-Role Stereotypes; Hacker, Women as a Minority Group; Horner, Why Bright Women Fail; Janeway, The Subordinate Sex; Komarovsky, Cultural Contradictions and Sex Roles; Laws, Social Psychology of Women; Rollin, Motherhood: Who Needs it?; Shainess, Abortion is no Man's Business; Shainess, Image of Women; Trilling, Female Biology in a Male Culture; Vogel, Family Size and Sex-Role Stereotypes; Weisstein, Woman as Nigger

Paperbacks:

Bird, Born Female; Brothers, Woman; Colebrook, The Cross of Lassitude; DeBeauvoir, The Second Sex; DeMartino, Sexual Behavior and Personality Characteristics; Fairchild, Women, Society and Sex; Friedan, The Feminine Mystique; Green, I Never Promised you a Rose Garden; Harbeson, Choice and Challenge; Hays, The Dangerous Sex; Horney, Feminine Psychology; Lifton, Woman in America; Marx, et. al., The Woman Question; Maslow, Toward a Psychology of Being; Mead, Male and Female; Montagu, The Natural Superiority of Women; Newland, Myself and I; Sampson, The Psychology of Power; Schwarz, The Psychology of Sex; Sechehaye, Autobiography of a Schizophrenic Girl; Tiger, Men in Groups; Uhnak, Policewoman

Alice Rossi

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SOCIAL INEQUALITIES

Required:

Segal, Bernard E., RACIAL AND ETHNIC RELATIONS, New York: Thomas Y. Crowell, 1966. (paperback)

Lifton, Robert (ed) THE WOMAN IN AMERICA, Boston: Beacon Press, 1965. (paperback)

Rainwater, Lee and William Yancey, THE MOYNIHAN REPORT AND THE POLITICS OF CONTROVERSY, Boston: MIT Press, 1967. (paperback)

I. INTRODUCTION

A. Social Stratification

Heller, Celia, STRUCTURED SOCIAL INEQUALITY, New York: Macmillan, 1969 Introduction to Part III, Major Dimensions of Social Stratification, 105-132.
Mills, C. Wright, "The Structure of Power in American Society," in Horowitz, Irving (ed) POWER, POLITICS AND PEOPLE, New York: Oxford University Press, 1963.
Marx, Karl, "On Class," in Heller, STRUCTURED SOCIAL INEQUALITY, 14-24.
Weber, Max, "Class Status Party," in Heller, 24-34.
Gans, Herbert, "Class Subcultures in American Society," Heller 270-276.
Baltzell, Digby, "The Protestant Establishment - Aristocracy and Caste in America," Heller, 403-414.

B. Assimilation and Acculturation:

Gordon, Milton, ASSIMILATION IN AMERICAN LIFE, New York: Oxford University Press, 1964, Chap. 2,3 (4,5,6 recommended)

C. Prejudice:

Allport, Gordon, "The Problem of Prejudice," in Segal, 5-18.
Adorno, T., Else Frenkel-Brunswick, et al, "The Ideology of Authoritarianism," in Segal 18-25.
Williams, Robin, "Ethnocentrism," in Segal, 44-52.

II. RELIGION AND ETHNICITY

Gordon, Milton, ASSIMILATION IN AMERICAN LIFE, Chap. 7 Subsociety and the Subculture in America.
Greeley, Andrew M. WHY CAN'T THEY BE LIKE US? Facts and Fallacies. about Ethnic Differences and Group Conflicts in America, 1969.
Grimes, Alan P. EQUALITY IN AMERICA, New York: Oxford University Press, 1964 Chap. 1, Religion.
Porter, John, THE VERTICAL MOSAIC, Univeristy of Toronto Press, 1965, Chap. III Ethnicity and Social Class, 60-104.

Gordon, Albert I. INTERMARRIAGE, Beacon Press, 1964, Chap. 3 Factors Affecting Rate of Intermarriage; Chap. 4 Interfaith Marriages.
Lenski, Gerhard, "Group Involvement, Religious Orientations and Economic Behavior," in Segal 154-168.
Caudill, William and George De Vos, "Achievement, Culture and Personality: The Case of the Japanese Americans," in Segal 77-89.
Gans, Herbert, "Tradition and Change in Italo-American Family Structure," in Segal 89-97.
Glazer, Nathan and Daniel P. Moynihan, "The Puerto Ricans in New York," in Segal 111-120.
Banfield, Edward and James Wilson, "Ethnic Membership and Urban Voting," in Segal 168-177.
Simmons, Ozzie, "The Mutual Images and Expectations of Anglo-Americans," in Segal 193-204.
Hollingshead, August and Fredrick C. Redlich, "An Anglo-Saxon Core Group," in Segal 205-217.
Rosen, Barnard, "Race, Ethnicity and the Achievement Syndrome," in Segal 133-153.
Heller, Celia, "Class as an Explanation of Ethnic Differences in Upward Mobility--The case of Mexican Americans," in Heller 396-402.

III. RACE

Lincoln, E. Eric, "Color and Group Identity in the Unites States," Daedalus. Spring 1967, 537-541.
Wagatsuma, Hiroshi, "The Social Perception of Skin Color in Japan," Daedalus, Spring 1967, 407-443.
Sheatsley, Paul B. "White Attitudes toward the Negro," Daedalus, Winter, 1966, 217-238.
Rainwater, Lee and William Yancey, THE MOYNIHAN REPORT AND THE POLITICS OF CONTROVERSY, MIT Press, 1967, Preface, Introduction and Chapters 1-13.
Rainwater, Lee, "Crucible of Identity: The Negro Lower Class Family," Daedalus, Winter, 1966.
Carson, Josephine, SILENT VOICES: The Southern Negro Woman Today, New York: Delacorte Press, 1969.
Gordon, Albert I. INTERMARRIAGE, Beacon Press, 1964. Chap. 8 Interracial Marriages.
Grimes, Alan P., EQUALITY IN AMERICA, 1964, Chap. 2 Race; Chap. 3 Urban Majority.
Liebow, Eliot, TALLY'S CORNER, Boston: Little Brown, 1967.
Gershman, Carl, "Separatism: The Shock of Integration," in Dissent, July-August 1969, 294-297.

IV. GENERATION

Mannheim, Karl, "The Problem of Generations," in ESSAYS ON THE SOCIOLOGY OF KNOWLEDGE, New York: Oxford University Press, 1952, 276-320.
Eisenstadt, S. H. FROM GENERATION TO GENERATION: Age Groups and Social Structure, Glencoe, Ill.: The Free Press, 1956, Chap. I, II, III.
Bettelheim, Bruno, "The Problem of Generations," Daedalus, 91 (1) Winter 1962, 68-96.
Feuer, Lewis, CONFLICT OF GENERATIONS, Basic Books, 1969 (recommended).

V. SEX

Maccoby, Eleanor, "Sex Differences in Intellectual Functioning, "THE DEVELOPMENT OF SEX DIFFERENCES, Stanford University Press, 1966.

Mischel, Walter A., "A Social Learning View of Sex Differences in Behavior," in Maccoby THE DEVELOPMENT OF SEX DIFFERENCES, 1966.

Erikson, Eric, "Inner and Outer Space: Reflections in Womanhood" in Lifton.

Rossi, Alice S., "Equality between the sexes: An Immodest Proposal," in Lifton.

Degler, Carl, "Revolution without Ideology: The Changing Place of Women in America," in Lifton.

Bailyn, Lotte, "Notes on the Role of Choice in the Psychology of Professional Women," in Lifton.

Myrdal, Gunnar, THE AMERICAN DILEMMA, Harper 1944, Appendix 5, A Parallel to the Negro Problem, 1073-1078.

President's Commission on the Status of Women, AMERICAN WOMEN, Report, 1963.

Rossi, Alice, "Barriers to the Career Choice of Engineering Medicine or Science among American Women," in Jacquelyn A. Mattfeld and C. Van Aken (ed) WOMEN AND THE SCIENTIFIC PROFESSIONS, MIT Press, 1965.

Rainwater, Lee, Richard Coleman and Gerald Handel, WORKINGMAN'S WIFE, New York: Oceana Publications, 1959, Chapters I-VIII.

Rossi, Alice S. "Sex Equality: Beginning of Ideology," Humanist Fall, 1969.

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Goucher College

FAMILY AND KINSHIP

Course Readings

Required: Robert Winch, The Modern Family, revised edition, 1963, Holt, Rinehart, and Winston.

Most used readers:

Marvin B. Sussman, Sourcebook on Marriage and the Family, Houghton Mifflin, 1968.

Rose Coser, The Family: Its Structure & Functions, St. Martin's Press, 1964.

I. OVERVIEW PERSPECTIVE

Radcliffe-Brown, "Introduction to the Analysis of Kinship Systems," in Bell & Vogel, The Family, 218-247.

Goode, William, World Revolution and Family Patterns, 1963, Chap. 1,2.

Winch, Robert, The Modern Family, Chap. 1, 4-9.

II. CULTURAL VARIATION IN FAMILY & KINSHIP

Winch, Chap. 2 (Chinese), 3 (Kibbutz).

Goode, World Revolution and Family Patterns: Select one section on any one of following societies: Arabic, African, Indian, Japanese.

Goertz, Hildred, The Javenese Family, Chap. 1, 3.

Sussman & Burchinal, "Kin Family Network: Unheralded Structure in Western Conceptualizations of Family Functioning," Sussman #9.

Litwak, Eugene, "Geographic Mobility & Extended Family Cohesion," ASR, 25, 1960, 385-394.

Winch, R., S. Greer and Blumberg, "Ethnicity and Extended Familism in an Upper Middle Class Suburb," ASR, 32:2, 1967, 265-272.

III FAMILY FORMATION AND CYCLING

A. Developmental & Structural Constraints on Family Roles

Goode, Wm., "Theoretical Importance of Love," Sussman #29.

Mischel, "Social learning View of Sex Differences in Behavior," in Eleanor Maccoby (ed) THE DEVELOPMENT OF SEX DIFFERENCES, 56-81.

Winch, Chapter 12.

Mitchell, Juliet, "Women: The Longest Revolution," New Left Review, 40, Nov/Dec. 1968.

B. Dating, Courtship, and Mate Selection

Winch, Chap. 10, 18, 19, 20.

Group for the Advancement of Psychiatry, SEX AND THE COLLEGE STUDENT, Atheneum 1966, Chap. 1, 2.

Ian Watt, "The New Woman: Samuel Richardson's Pamela", in Coser, 267-287.

Elder, Olen, "Appearance and Education in Marriage Mobility," ASR, 34:4, August 1969.

 Scott, John Finley, "The Role of the College Sorority in Endogamy," ASR, 30:4, August 1965, 514-527.

Rapoport, Rhona, "The Transition from Engagement to Marriage," Acta Sociologica, 8, 1-2, 1964, 36-55.
Rapoport, Rhona and Robert Rapoport, "New Light on the Honeymoon," Human Relations, 17:1, 1964, 33-56.
Marmor, Judd, "Changing Patterns of Femininity," in Salo Rosenbaum and Ian Alger, THE MARRIAGE RELATIONSHIP, Basic Books, 1968, 32-45.

C. Marriage

Winch, Chap. 21, 22, 23.
Cuber, J. and P. Haroff, SEX AND THE SIGNIFICANT AMERICANS, 1965, Chap. 3, 6, 7 OR "Five Kinds of Relationships," Sussman #35.
Bott, Elizabeth, FAMILY AND SOCIAL NETWORK, Tavistock Ltd., 1957, Chap. III, IV OR "Conjugal Roles and Social Networks," In Bell & Vogel, #19.
Rapoport, Rhona and Robert Rapoport, "Work and Family in Contemporary Society," ASR, 30:3, June 1965 or Sussman #7.
Raush, H., W. Goodrich, and J. Campbell, "Adaptation to First Years of Marriage," Psychiatry, 26:4, November 1963, 368-380.
Safilios-Rothschild, "Family Sociology or Wives' Sociology? A Cross Cultural Examination of Decision Making," in Jl. of Marriage & Family, 31:2, May 1969, 290-301.

Rainwater, Lee, FAMILY DESIGN, Chap. 2, 3.
Dreikurs, Rudolph, "Determinants of Changing Attitudes of Marital Partners toward Each Other," in Salo Rosenbaum and Ian Alger, THE MARRIAGE RELATIONSHIP, Psychoanalytic Perspectives, Basic Books, 1968, 83-102.

D. Parenthood

1. General: Parental Role

Winch, Chap. 13
Rossi, Alice, "Transition to Parenthood," Jl of Marriage and the Family, 30:1, Feb. 1968, 26-39.
Gavron, Hannah, THE CAPTIVE WIFE, Chap. 8, 9, 10, 11.

2. Fertility & Social Implications

Davis, Kingsley & Judith Blake, "Social Structure & Fertility: an analytic Framework," in Coser, The Family, 629-664.
Freedman, R., P. Whelpton, & John Smit, "The Case of United States," in Coser, The Family, 617-625 OR ASR, 26:4, August 1961, 608-614.
Berelson, Bernard, "Beyond Family Planning," Science, 163, 7 Feb., 1969, 533-543.
Blake, Judith, "Demographic Science & the Redirection of Population Policy," J. Chron. Diseases, 18, 1965, 1181-1200.
Rossi, Alice, "Abortion and Social Change," Dissent, July-August 1969, 338-346.
Rainwater, Lee FAMILY DESIGN, Chap. 6, 7 & 8.

3. Child-rearing

Winch, Chap. 14, 15, 16, 17.
Bronfenbrenner, Urie, "The Changing American Child - A Speculative Analysis," in Coser, Rose LIFE CYCLE AND ACHIEVEMENT IN AMERICA, 1-20.
Rossi, Alice, "Naming Children in Middle Class Families," ASR, 30:4, 1965, 499-513 OR Sussman #18.
Kohn, Melvin, "Social Class and Parent-Child relationships: An Interpretation," AJS, LXVIII, January 1963, 471-480.

Francine B. Weisskoff

Yale University
Stiles College Seminar
Spring 1971

WOMEN IN THE UNITED STATES ECONOMY

Course Description: The course will focus on the economic role of women and how it has changed over time. The interrelationship of the economic functions of women inside and outside the labor market will be examined. The participation of women in the labor force, the kinds of jobs open to them, their instability of employment and low income levels will be analyzed. Case studies of other countries will be employed to gain an understanding of the factors affecting the status of women. We shall explore the historical role of the women's rights movement and discuss programs for change. Students will be required to undertake an independent research project in consultation with the instructor and to submit a term paper. The following is a list of topics to be covered in the course.

Labor Force Participation of Women: The historical changes in the labor force participation of women will be examined. The importance of shifts in the structure of the economy and of national emergencies like the First and Second World Wars in facilitating the employment of women will be discussed. We shall also consider the impact of the changing social definition of a woman's role on the expanded participation of women in market work. The sequential entry into the labor force of young, single women; older, married women; and, most recently, the increased labor force participation of younger married women, many of whom have preschool age children, will be analyzed. We shall discuss the impact of technological changes in home work and increasing levels of education on the availability of women for work outside the home.

Occupational and Industrial Distribution of the Female Work Force: In this section we shall try to gain an understanding of the importance to the economy of the female work force. What industries and occupational categories rely most heavily on women workers? Moreover, what has the increased participation of women in market work meant in terms of their efforts to achieve equal employment opportunity. The heavy concentration of women in a few predominantly female occupations and in the service sector will be discussed. We shall try to reach some conclusions regarding the relative importance of differences in the qualifications and preferences of female and male workers and of discrimination in explaining this phenomena. We shall examine the various levels at which discrimination occurs: in the labor market, in hiring, and in promotion.

Unemployment: The different incidence of unemployment on female and male workers will be studied. The impact of unemployment rates on the labor force participation of women will be analyzed. We shall also discuss whether the disproportionate share of unemployment borne by women workers is a cause for social concern and what kinds of policies are needed to reduce the impact of unemployment on women.

The Earnings and Economic Contribution of Women: The lower earnings of women workers will be analyzed in terms of the traditional economic variables and an attempt will be made to discover the importance of discrimination in earnings differences. Through our discussions of the causes of income differentials we shall gain a better understanding of the most effective

policy measures to eradicate these differences. Why are the earnings of women workers important? Are the conventional notions that women's earnings are supplementary and not crucial to the economic welfare of their families accurate? Are the lower earnings of women workers related to the problem of poverty, the welfare crisis and other social issues?

We shall also discuss whether it is possible to measure the economic contribution of unpaid household labor. The proposal to pay women for home work will be discussed in terms of its feasibility and implications for the position of women in society.

Women and the Trade Union Movement: A key issue in this section is the limited participation of women in labor organizations. Is there any evidence that women have been excluded from unions? Are there any factors that make women hard to be organized? Have women played an important leadership role in any labor organizations? The relationship between the small representation of women in unions and inequality in earnings and employment will be discussed. The prospects for greater involvement in labor organizations in the future will be examined.

Women in Other Countries: Case studies of other countries will be used to gain an understanding of the importance for the economic position of women in society of differences among nations in the level of economic development, method of economic organization and historical traditions.

The Women's Rights Movement: The relationship between the women's rights movements and the economic status of women will be discussed. The historical role of women's rights groups in changing the economic position of women and the extent to which organization has been a response to changing economic roles will be an important issues in this section. How is the struggle for equality in the economic sphere related to efforts to achieve equality on other levels?

The Role of Women and Programs for Change: Throughout its discussions, the class will grapple with the difficult question of the appropriate roles of women and men in society. Although readings on the subject abound, in the end, students will have to reach their own conclusions and on these judgments will rest their views on the need for change and the kinds of programs necessary. I hope that the materials presented in the course will provide a valuable frame of reference for our discussions of this issue. Some of the specific policy measures to be discussed include child care, maternity leaves and benefits, equal pay and equal employment opportunities legislation. The role of government, educational institutions and business will also be examined.

Bibliography

This preliminary list includes references which may be of use to students in preparing their term papers.

Books:

Abbott, Edith, Women in Industry

Baker, Elizabeth Faulkner, Technology and Women's Work, Columbia University Press (New York: 1964)

Becker, Gary S., The Economics of Discrimination, University of Chicago Press (Chicago: 1957)

_____, Human Capital, Columbia University Press (New York: 1964)

Bird, Caroline, Born Female, David McKay Co. (New York: 1968)
Bowen, William G. and T. Aldrich Finegan, The Economics of Labor Force Participation, Princeton University Press (Princeton: 1969)
Cain, Glen, Married Women in the Labor Force: An Economic Analysis, University of Chicago Press (Chicago: 1966)
Caplow, Theodore, The Sociology of Work, McGraw-Hill (New York: 1954)
Epstein, Cynthia, Women's Place: Options and Limits in Professional Careers, University of California Press (Berkeley: 1970)
Flexner, Gertrude, Century of Strugle-The Woman's Rights Movement in the United States, Harvard University Press (Cambridge: 1959)
Hill, Joseph, Women in Gainful Occupations 1870-1920, Census Monographs IX, Government Printing Office (Washington: 1929)
Hooks, Janet M., Women's Occupations Through Seven Decades, U.S. Department of Labor, Women's Bureau, Government Printing Office (Washington: 1947)
Klein, Viola, Britain's Married Women Workers, Humanities Press (New York: 1965)
Klein, Viola and Alva Myrdal, Women's Two Roles, Routledge and Kegan Paul Ltd. (London: 1956)
Long, Clarence D., The Labor Force Under Changing Income and Employment, Princeton University Press (Princeton: 1958)
Mill, John Stuart, The Subjection of Women, Frederick A. Stokes, Co. (New York: 1911)
National Manpower Council, Womanpower, Columbia University Press (New York: 1957)
Oppenheimer, Valerie Kincade, The Female Labor Force in the United States, Institute of International Studies, University of California (Berkeley: 1970)
Smuts, Robert W., Women and Work in America, Columbia University Press (New York: 1959)
Pinchbeck, Ivy, Women Workers and the Industrial Revolution, 1759-1850, George Rutledge and Sons, Ltd. (London: 1930)
Taft, Philip, Organized Labor in American History, Harper and Row (New York: 1964)

Articles and Monographs:

Becker, Gary, "A Theory of the Allocation of Time," Economic Journal, September 1965
Benston, Margaret, "Political Economy of Women's Liberation," Monthly Review, September 1969
Gross, Edward, "Plus Ca Change...? The Sexual Structure of Occupations Over Time," Social Problems, Fall 1968
Hacker, Helen, "Women as a Minotiry," Social Forces, Vol. 30
Hedges, Janice Neipert, "Women Workers and Manpower Demands in the 1970's," Monthly Labor Review, June 1970
Jacoby, Susan, "The True Working Class-Women in Russia," New Republic, April 4 & 11, 1970
Jordan, Joan, "The Place of American Women," Revolutionary Age, Vol. 1, No. 3, 1968
Kenniston, Kenneth and Ellen, "The Image of Women and Work," American Scholar, Summer 1964
Klein, Viola, Women Workers-Working Hours and Services, Organization for Economic Co-Operation and Development (Paris: 1965)
Moran, Robert, "Reducing Discrimination: Role of the Equal Pay Act," Monthly Labor Review, June 1970
McNally, Gertrude Bancroft, "Patterns of Female Labor Force Activity," Industrial Relations, May 1968

McNulty, Donald, "Differences in Pay Between Men and Women Workers," Monthly Labor Review, December 1967
Mitchell, Juliet, "Women: The Longest Revolution," New Left Review, Nov./Dec. 1966
Oppenheimer, Valerie Kincade, "The Sex Labeling of Jobs," Industrial Relations, May 1968
Rees, Albert, "Labor Economics: Effects of More Knowledge," American Economic Review, May 1966
Reder, M. W., "Wage Structure Theory and Measurement," Aspects of Labor Economics, Princeton University Press (Princeton: 1962)
Sanborn, Henry , "Pay Differences between Men and Women," Industrial and Labor Relations Review, July 1964
Smith, Georgina M., Help Wanted-Female: A Study of Demand and Supply in a Local Job Market for Women, Institute of Management and Labor Relations of Rutgers University (Rutgers: 1964)

U. S. Department of Labor, Bureau of Labor Statistics:

"Prospects for White-Collar Unionism," Monthly Labor Review, January 1969
"Sex and Equal Employment Rights," Monthly Labor Review, August 1967

U. S. Department of Labor, Women's Bureau:

Background Facts on Women Workers, 1970
Day Care Facts, May 1970
Facts About Women's Absenteeism and Labor Turnover, August 1969
Fact Sheet on the Earnings Gap, 1970
1969 Handbook on Women Workers, Bulletin 294, 1969
Negro Women...in the Population and in the Labor Force, December, 1967
Trends in the Educational Attainment of Women, Oct. 1969
Women in Poverty-Jobs and the Need for Jobs, April 1968
Working Mothers and the Need for Child Care Services, June, 1968
Working Wives-Their Contribution to Family Income, Nov. 1968

U. S. Department of Labor, Wage and Labor Standards Administration, Women's Bureau, Interdepartmental Committee and Citizens' Advisory Council on the Status of Women, American Women: 1963-1968
Waldman, Elizabeth, "Changes in the Labor Force Activity of Women," Monthly Labor Review, June 1970
_____, "Marital and Family Characteristics of the U. S. Labor Force," Monthly Labor Review, May 1970
White, James J., "Women in the Law," Michigan Law Review, April 1967
Wilensky, Harold, "Women's Work: Economic Growth, Ideology, Structure," Industrial Relations, May 1968
Willacy, Hazel M. and Harvey J. Hilaski, "Working Women in Urban Poverty Neighborhoods," Monthly Labor Review, June 1970

Shirley Weitz

Harvard University
1970-71

SEX ROLES: PSYCHOLOGICAL AND SOCIOLOGICAL IMPLICATIONS

This is a problem-centered tutorial, which will use the concepts of psychology, sociology, and anthropology to examine the meaning of sex role identity for the individual and society. The course proceeds in logical order from the biological "givens" (including the psychoanalytic view on this) to the acquisition of sex role identity in childhood to the playing out of such roles in society. The latter part of the tutorial will emphasize the consequences of sex roles for women, due to the nature of the field, but, of course, any discussion of the status of women and proposals for change relates very actively to men as well. Aspects of the male sex role will be considered as central to the issue.

It is hoped that a roughly equal number of men and women will register for the tutorial to encourage meaningful discussion and exchange of ideas.

After a short introduction, using a fictionalized account of sex roles, the biological background of human sexual differentiation will be considered. Since biological issues are basic to the topic, it is important to deal with them in some depth. The ethological perspective, as taken by Lionel Tiger, will be discussed in conjunction with this topic. The psychoanalytic perspective, growing out of a quasi-biological view, is also relevant here, especially since it has had such far-reaching influence on thought about sex roles.

The second area of study will be that of sex role acquisition in childhood, as seen from several theoretical perspectives. Experimental studies will also be evaluated. Some structured observational studies by tutorial members will be encouraged, as well as retrospective inquiries into their own socialization experiences.

The fall term will end with a look at the sociology of sex roles. What significance do sex roles have for the maintenance of social structure? What special impilications do they have for the institution of the family? A case study (Blue Collar Marriage) will be considered. The issue of women in professional careers, a sex role dilemma, will be given special emphasis here. A theoretical perspective (Cynthia Epstein's Woman's Place) and a case study (Women in medicine) will be used. Student discussion on this issue should be especially relevant here.

The spring term will begin with a short excursion into cross-cultural views of sex roles (Margaret Mead, etc.) and then go on to the heart of the course, the consideration of possible avenues of social change in sex roles, evaluated in the light of the empirical and theoretical evidence previously considered. Books such as A Room of one's own, The feminine mystique, Sexual politics, and the Marxist approach will be the basis for discussion. The tutorial paper will be due in the early spring, so that discussion of specific topics (e.g., black sex roles) will be facilitated.

Bibliography

Beach, Frank A., ed., Sex and Behavior, Wiley, 1965
Coser, Rose L., ed., The Family: its Structure and Functions, St. Martin's Press, 1964 (paperback)
*Epstein, Cynthia, Woman's Place, Univ. of California Press, 1970
Farber, Seymour M., and Wilson, Roger H. L., eds. The Potential of Woman, McGraw-Hill, 1963 (paperback)
Freud, Sigmund, New Introductory Lectures on Psychoanalysis, Norton, 1964 (paperback)
*Friedan, Betty, The Feminine Mystique, Dell, 1963 (paperback)
Hoffman, M. L., and Hoffman, L. W., eds., Review of Child Development Research, Vol. I, Russell Sage Foundation, 1964
*Kanowitz, Leo, Women and the Law: The Unfinished Revolution, University of New Mexico Press, 1969 (paperback)
*Kaufman, Sue, Diary of a Mad Housewife, Bantam, 1967 (paperback)
*Komarovsky, Mirra, Blue Collar Marriage, Vintage, 1962 (paperback)
*Lifton, Robert Jay, ed., The Woman in America, Beacon, 1964 (paperback)
*Lopate, Carol, Women in Medicine, Johns Hopkins Press, 1968
*Maccoby, Eleanor, E., ed., The Development of Sex Differences, Stanford University Press, 1966. Includes excellent annotated bibliography
Mattfield, J.A., and Van Aken, C. G., Women and the Scientific Professions, MIT Press, 1965 (paperback)
*Mead, Margaret, Male and Female: A Study of the Sexes in a Changing World, Dell, 1949, 1967 ed. (paperback)
*Millett, Kate, Sexual Politics, Doubleday, 1970
*Morgan, Robin, Sisterhood is Powerful: An Anthology of Writings from the Women's Lib Movement, Vintage, 1970 (paperback)
*O'Neill, William L., Everyone was Brave: The Rise and Fall of Feminism in America, Quadrangle, 1969
*Reed, Evelyn, Problems of Women's Liberation: A Marxist Approach, Merit Publishers, 1969 (paperback)
*Tiger, Lionel, Men in Groups, Vintage, 1970 (paperback)
*Woolf, Virginia, A Room of One's Own, Harcourt, Brace & World, 1929, 1957 ed. (paperback)

(*Recommended for purchase)

Annotated Reading List

1. Introduction

   Kaufman, Sue, Diary of a Mad Housewife, Caricatures of sex roles, both male and female

2. The Biological Background

   Hamburg, D. A., and Lunde, D. T., "Sex Hormones in the Development of Sex Differences in Human Behavior," in Maccoby. What the glands say.
   Hampson, J.L., "Determinants of Psychosexual Orientation," in Beach, What happens to hermaphrodites.
   Jay, Phyllis C., "The Female Primate," In Farber & Wilson, Back to the apes.
   Tiger, Lionel, Men in Groups, Ethological perspective. Feminists hate this one.
   Freud, Sigmund, "Femininity," Lecture 33 in New Introductory Lectures, The straight stuff.
   Erikson, Erik H., "Inner and Outer Space: Reflections on Womanhood", in Lifton, Slightly diluted (see above).
   Millett, Kate, Sexual Politics, pp. 176-220. Well-reasoned critique of Freud & Erikson.

3. Sex Role Acquisition in Childhood: Some Developmental Views

Kagan, Jerome, "Acquisition and Significance of Sex Typing and Sex Role Identity," in Hoffman & Hoffman. General review with emphasis on the concept of identification.
Sears, Robert R., "Development of Gender Role," in Beach. A look at some experimental work.
Maccoby, Eleanor E., "Sex Differences in Intellectual Functioning," in Maccoby. Is there a sexual factor in intelligence?
Mischel, W., "A Social Learning View of Sex Differences in Behavior," in Maccoby. Is it all imitation?
Kohlberg, L., "A Cognitive-Developmental Analysis of Children's Sex Role Concepts and Attitudes," in Maccoby. An intriguing hypothesis with some impressive evidence.

4. Sociological Implications of Sex Roles

Parsons, Talcott, "Age and Sex in the Social Structure," in Coser. No Soc Rel course is complete without a Parsons article...
Slater, Philip, "Parental Role Differentiation," in Coser. Commentary on Parsons. Pertinent to Komarovsky, below.
Komarovsky, Mirra, Blue Collar Marriage. Where men are men and women are women.
Epstein, Cynthia, Woman's Place. Sociologist's view of the options and limits in professional careers for women.
Bailyn, L., "Notes on the Role of Choice in the Psychology of Professional Women," in Lifton. Why career (male) ≠ career (female).
Rossi, A. S., "Barriers to the Career Choice of Engineering, Medicine, or Science Among American Women," in Mattfield & Aken. Why women don't like physics.
Lopate, Carol, Women in Medicine. A case study, with some hard data. to illustrate the above 3 selections. What happens to a woman who chooses medicine, from the earliest career decision to her life as a practicing physician.

5. A Quick Cross-Cultural Perspective

Mead, Margaret, Male and Female. Reports of first-hand studies in New Guinea plus some opinionated Meadism.
d'Andrade, R. G., "Sex Differences and Cultural Institutions," in Maccoby. Sex roles in preliterate societies.
Romney, A. K.,"Variations in Household Structure as Determinants of Sex-typed Behavior," in Beach. Structural determinants of sex roles in preliterate societies.

6. Movement Toward Change

Woolf, Virginia, A Room of One's Own. A classic, which considers among other topics, the probable career of William Shakespeare had he been born a woman.
O'Neill, W. L., Everyone Was Brave: The Rise and Fall of Feminism in America. The historical viewpoint with a good analysis of why women "lost" after they "won" the vote. Current to late '60s.
Degler, Carl N., "Revolution without ideology: the Changing Place of Women in America," Read with O'Neill. Selection is in Lifton.

Rossi, Alice, "Equality Between the Sexes: An Immodest Proposal," in Lifton. Ditto to above.

Kanowitz, Leo, Women and the Law. It's all down in black and white -- sex roles, that is. What's there and what can be done.

Friedan, Betty, The Feminine Mystique. The opening volley in the revival of feminism, the book that started it all over again, a good lay analysis of social trends as they affect women: propagandistic intent sometimes clouds the analysis, however.

Millett, Kate, Sexual Politics. A radical feminist's view of history, literature, politics, psychology, etc. Perhaps the best book to come out of the current Women's Liberation movement so far.

Morgan, Robin, Sisterhood is Powerful, Far-ranging anthology of writings from the current Women's Lib movements.

Reed, Evelyn, Problems of Women's Liberation: A Marxist Approach. Exactly what it says. Marx, Engels, Lenin, etc. on women.

Lenore Weitzman
Department ofSociology

Yale University
Fall 1970

SOCIOLOGICAL PERSPECTIVES ON WOMEN

Sept. 29 Topic 1 - The Nature-Nurture Debate: Cross Cultural and Biological Data on Feminine Roles

Oct. 6 Topic 2 - Demographic Characteristics of Women in the United States: Marriage, Family, Divorce and Labor Force Participation

Oct. 13 Topic 3 - Life Styles of American Women
a) Life Styles of Middle and Upper Class Women

Oct. 20 Topic 3 - Life Styles of American Women (cont.)
b) Life Styles of Lower Class Women
c) The Double Jeopardy of Black Women (guest lecture: Elsie Washington, Life magazine)

Oct. 27 Topic 4 - Role Analysis of Women as "Wives," "Mothers" and "Sexual Objects"
a) Feminine Role Analysis
b) The Role of Wife

Nov. 3 Topic 4 - Role Analysis (cont.)
c) The Role of Mother
d) The Role of Women as Sexual Objects

Nov. 10 Topic 5 - Women in Literature and the Mass Media (guest lecture: Gloria Steinem, New York Magazine)

Nov. 17 Topic 6 - Socialization, Sex Role Development, and Women's Self Concepts

Nov. 24 Topic 7 - Education, Educated Women and Women Professions

Dec. 1 Topic 8 - Historical Changes in the Status of Women (guest lecture: Sheila Tobias, Asst. Provost, Wesleyan)

Dec. 8 Topic 9 - Legal Changes in the Status of Women

Dec. 15 Topic 9 - Women's Liberation

Required Books: Mead, Friedan, Millett and Women Workers 1969

Optional: Bird, Epstein, Farber and Wilson, Lifton

(Note: Miss Weitzman has sent us a lengthy and excellent bibliography. In the interest both of space and utility, however, we have chosen to publish, rather, her description of possible library or field research papers.)

Research Paper

Two research papers, with a common focus, are required. The first paper (involving library research) should serve as a background for the second paper (involving field research). Proposed paper topics must be submitted to your discussion group leader by Oct. 27.

The library research paper is due Nov. 24, 1970. This is to be a critical review of the sociological literature on a particular topic (discussing the present knowledge, questioning the methodological and substantive sex biases of the research, ascertaining the validity of the conclusions, and suggesting alternative methods for future research) or original library research in an area that has not yet been explored (such as the treatment of sex differences in medical texts.)

The field research paper is due Jan. 11. This will involve a series of field observations, experiments, or interviews to expand the current knowledge in your area of interest.

The following list of topics is suggestive of the type and scope of paper you will be expected to write. However, you are by no means limited to these topics.

Suggested Paper Topics

1. Library: equalitarianism in middle class/or working class families
   Field: interview a sample of married students/or older married couples/or couples with young children about the "division of labor" in their family and its change over time.

2. L: images of women in medical literature (general medical texts, or the AMA or local medical journals, or Ob-gyn texts)
   F: interview M.D.'s on "women's diseases" differential treatment of women (medicine given, operations performed, etc.)
   (variations on the above might conclude ananalysis of the research on rates of a physical or mental illness and interviews with appropriate medical specialists).

3. L: Content analysis of sex roles and sex role prescriptions in children's books
   F: Observations in a Kindergarten class on sex role sanctioning
   (variations for the library research would include content analysis of children's T.V. shows, commercials directed at children, comic books, etc.)
   (variations for the field research might involve observations of parents and children in a neighborhood playground, social clubs (such as Brownie troops), dancing school or any grade school class.
   Alternatively you might want to write your own "unbiased" children's story and have it read to a class and discuss their reactions to "the lady doctor" or "the father who washes dishes"

4. L: Social class differences in parental aspirations for children (by sex)
   F: interview a sample of lc and mc mothers/or fathers on the topic

5. L: Treatment of women in the judicial process
   F: Observe a court in New Haven (preferably divorce court or criminal court)

6. L: analyze the status of women as "sex objects" in literature (define a period or school) or in the mass media (select specific magazines (Playboy, Cosmopolitan, Readers Digest) or T.V. shows, or movies, or newspapers, etc.
   F: interview women on their definitions of self and management of "sex-object" roles/or compare the responses from lc and mc women, of single and married women, of black and white women, or of divorced and married women./ Or interview two groups of males on how they define and manage their relationships with women "as sex objects"./ Or interview writers, newsmen, columnists, or literary critics on the subject in their writings.

7. L: examine the literature on women in a particular occupation. (secretary, lawyer, nurse, stockbroker, cab driver, teacher, maid, physician, union organizer, writer, publisher, operative, assembly line worker, sales clerk, policewoman, in advertizing, publishing, the army, academia, retailing, etc. etc.
   F: interview women in this occupation about how they define their roles, what are the role strains, etc. Or interview both men and women on the occupation or interview pre-professionals and professionals (such as law students and lawyers) on the occupation.

8. L: The career aspirations of boys and girls of different social classes different ages or different racial or religious groups.
   F: interview the appropriate samples of children about their aspirations, the availability of working female role models, their parents, attitudes, etc.

9. L: Content analysis of etiquette books over time to discuss changing images and roles for women
   (this could be done with women's magazines, short stories in women's magazines, advertisements in women's magazines, advice to the love-lorn columns or TV soap operas)
   F: interview a sample of magazine editors, writers (preferably some male and some females) women's page editors and columnists on what is considered "appropriate" for women.

10. L: The role priorities and the role allocation of mc and lc women.
    F: interview appropriate samples of women on their ideal and actual priorities, their time and monetary budgets for each of their roles, etc.

11. L: Content analysis of sex manuals, marriage and family texts, religious guides to pre-marital sexuality, etc.
    F: interview a sample of clergy, M.D.'s, marriage counsellors, etc. on what they advise as "appropriate" sexual relations, adjustment, etc.

12. L: Compare the goals women's liberation with those of the feminists/or other minority groups__or examine the role of women in the future envisioned by other "revolutionary" groups.
    F: Do a participant observation study of a women's group of which you are a member, or interview women's lib. members on their goals and visions or the visions of the future, or interview men and women in another "revolutionary" group on the role of women in the future they want to create.

13. L: Discuss the use of class analysis as applied to women and its valid indicators of women's social status
    F: Use your scale of class status to analyze responses of women to your new indicators.

14. L: Do a content analysis of sales manuals for "women's" products
    F: interview Avon representatives and Fuller brush men on their selling technique.

15. L: Do a content analysis of women in art (define a period or compare two artists' work)
    F: interview art students or artists on their conceptions of visual femininity and masculinity.

16. L: Comparison of the life styles and role strains of single and married women, single and divorced women, married and divorced women____or simply a role analysis of single women, married women, divorced women, mothers, unmarried mothers, etc.
    F: interview a sample of appropriate women on their solutions to role strain, or the management of their sexual identity, etc.

17. L: Content analyze employment applications or pre-employment tests
    F: interview personnel workers about the ideal worker and the sex role components of various jobs or interview about the hireup practices in women's colleges or at Yale.

Additional, less specific topics follow:

1. a comparison of the role of women in two societies, or the same society in a transitional and modern period.
2. a comparison of the life styles of women in different social classes, racial or ethnic groups.
3. women in politics, theatre, academe, etc.
4. the concepts of female in the writings of two authors, in contemporary sociological theory.
5. sex biases in high school education.
6. role analysis of the female welfare recipient.
7. class differences in contraceptive use.
8. comparison of research on male and female homosexuals.
9. the social-sexual roles of popular heroes.
10. reactions to fashion and fashion advertisements by lc and uc women.
11. high school students' career plans (male v. female) courtship patterns (and how they manage sex) or sex role stereotypes.
12. analysis of "attractive" and "ugly" women's roles.
13 analysis of same-sex and opposite-sex friendship patterns.
14. describe and analyze the role of women in a particular religion.
15. analyze the status of "black woman" or "glamour girl". or "bitch" or "castrating female" or "Jewish mother" or "swinger"

Barbette Blackington

American University
Fall 1970

THE POSITION OF WOMEN IN THE SOCIAL ORDER

Texts:

1. Betty Friedan, The Feminine Mystique, Dell Paperback.

2. Margarett Powell, Below Stairs, N.Y., Dodd, Mead and Co., 1970, $4.95. Paper if possible.

3. Billie Holiday, Lady Sings the Blues, Lancer Paperback.

4. Henry James, Washington Square, Bantam Paperback.

   In the past, Anna Karinina, by Lev Tolstoy has been read in this course as a document which reveals the position of an upper class woman. It is the finest of the documents which we have examined in the past courses from the point of view of analysis of women's position, but it is lengthy. Students report that they valued reading it more than other material but found its volume handicapped them in their work in other courses. Anyone who wishes to substitute Anna Karinina for any of the documents above is encouraged to do so.

5. Margaret Mead, Sex and Temperament, Apollo Paper, A67.

6. Ashley Montagu, The Natural Superiority of Women, N.Y., Macmillan.

7. Frederick Engels, The Origin of the Family, N.Y., International, NW 36.

8. Simone de Beavoir, The Second Sex, Bantam Q3192/2.

9. Aristophanes, Lysistrata, Chandler Publishers Paperback.

10. Henrik, Ibsen, A Doll's House, Penguin Paperback.

11. August Strindberg, Miss Julie, Chandler Paperback.

12. Andrew Sinclair, The Emancipation of the American Woman, Harper Colophen Paperback CN91N, $2.45.

13. Gerda Lerner, The Grimke Sisters from South Carolina, Boston, Houghton Mufflin, 1967.

14. Alva Myrdal and Viola Klein, Women's Two Roles, London, Routledge and Kegan Paul, 1962.

*15. Margaret Benston, "The Political Economy of Women's Liberation," MR,

16. Bertrand Russell, Marriage and Morals, Bantam Paperback, N3734, $.95.

17. *The Status of Women in Sweden, Report to the United Nations, 1968.

*Not on sale in the bookstore. To be distributed in class.

Class Meeting Date Period Will be Devoted to:

#1 Monday, Sept. 14th Lecture: Overview of the course. What is involved in the scientific examination of women's position in society. Location of women in the population, labor force and educational system. Documentation of her actual economic, political, legal and social positions. Nature and extent of prejudice and discrimination against women. Historical background of these social processes. Examination of the patterns of response to inequality: acquiescence, adjustment, accommodation, conflict, resistance, revolt. Impact and significance of female equality upon the social order.

Assignment. Read The Feminine Mystique by Betty Friedan. No written report on this book is required. You should be familiar enough with it to discuss it in class.

PART I. Analysis: The next three assignments are designed to perfect the student's analytical abilities and enable him or her to identify the factors which determine the position of an individual woman in a complex social order. The material used for developing analytic skill is three documents, one novels and two autobiographies.

Class Meeting Date Period Will be Devoted to:

#2 Monday, Sept. 21st Report on Below Stairs. This is the autobiography of a white, lower class woman, an English servant whose career in service extends roughly between World War I and World War II. Read the book giving your attention to the variables which determine and limit her position. Such things as class standing, educational opportunities, ambition, horizons, personal looks and talents, opportunities to meet man, etc., all enter into the complex fabric of her position, rights, and participation in society.

The position of this woman changes over the years. What were the causal factors in the improvement of her lot?

How do her male counterparts fare at all stages of her life? What privileges and powers do her male opposite numbers possess that she does not? What is the importance of these differences? Isolating as many of the above factors as possible and analyze the significance of them.

#3 Monday, Sept. 28th Report on Lady Signs the Blues. Autobiography of a lower-class Black woman who dramatically improves her position.

#4 Monday, Oct. 5th Report on Washington Square. This is novel about a white, upper-middle class woman.

PART II. The Nature of Woman: There is a vast literature which seeks to identify woman's actual physical and psychological nature and to differentiate the actual from that alleged to be her nature and behavior on her part which is socially conditioned. We read four works which examine this area: Mead's Sex and Temperament, Montagu's The Natural Superiority of Women, Engel's, The Origin of the Family and de Beavoir's, The Second Sex. The papers which you write on these three works take a different form from those you wrote on the documents in Part I. The form of the reports is to be as follows. The report is to be presented in two parts. The first part is to be an outline of the material in the book. This is the most difficult part of the assignment and that which will take most of your time and labor. None of your opinions or impressions should intrude into this statement. It is to be strictly an objective, factual restatement in outline form.

The second part is to present to the seminar your critical reflections on the book. You are encouraged to bring to bear upon the material the most intellectual, knowledgeable, original and discerning appraisal of what you have thought about the content which you can muster. This part of the report is entirely your domain. You are free to discuss and pursue any avenue you deem significant to a fuller understanding of the work or any thoughts or relationships of value to analysis of women's position which the material has inspired in you.

Class Meeting	Date	Period Will be Devoted to: (On each day, students are to pass in outline and critique due)
#5	Monday, Oct. 12th	Margaret Mead's Sex and Temperament.
#6	Monday, Oct. 19th	Ashley Montagu's The Natural Superiority of Women. Preparatory lecture on reading Engels.
#7	Monday, Oct. 26th	Frederick Engels, The Origin of the Family. Outline p. 1-75 only.
#8	Monday, Nov. 2nd	Simone de Beauvoir's The Second Sex. P. V-XXIV with care. Write a succinct summary statement of the content of each chapter in the book. Not an outline. Outline the "Conclusion" p. 674-89. Write a critique of The Second Sex as you did for the books which you outlined in the previous three assignments.

PART III. The Realization of Inequality: The papers which you do for all the rest of the books in the course are to be as follows: Either outline the book or article, part one of what you did on Mead, Montagu, and Engels or write a critical review of it, part two of that assignment. Do one or the other. You may vary what you do, obviously, choosing to outline some things and critically review others.

#9	Monday, Nov. 7th	Aristophenes' Lysistrata and Ibsen's A Doll's House. Lecture on Medea.
#10	Monday, Nov. 23rd	Strindberg's Miss Julie.
#11	Monday, Nov. 23rd	Sinclair's The Emancipation of the American Women. Pass in outlines on critiques. (A film will be shown in class on Margaret Sanger.)
#12	Monday, Nov. 30th	Lerner's The Grimke' Sisters from South Carolina.
#13	Monday, Dec. 7th	Myrdal and Klein's Women's Two Roles and Benston's article, "The Political Economy of Women's Liberation".
#14	Monday, Dec. 14th	Russell's Marriage and Morals.
#15	Monday, Dec. 21st	The Status of Women in Sweden. Summary of course.

Karen Feeny
Microbiology

Cornell University
Fall 1970

BIOLOGY AND SOCIETY

1. Woman Evolving

The origin of H. sapiens and woman's place in prehistoric society. Nomadic tribes and the effect of the agrarian revolution. The effect of judaochristian philosophy on the social position of woman from biblical times to the present.

2. Industrial Revolution and War

How these two factors have altered the actual and potential position of women in the labor market from the mid-nineteenth century to the present.

3. Modern Womanpower

The female labor force since 1945. Its economical and social implications.

4. The Biology of Women

The difference between the sexes. What effect does it have on woman as a member of society? What effect do men think it has?

5. Women and Law

How Roman and western law have made woman a second class citizen. How is this changing today? How much further must and can it go? Draft? How can we speed the process of change?

6. The Feminine Psyche

What being born female does to people. Women at home and at work.

7. Women are Revolting

The feminist movement yesterday and today. Self-determination as its ill-defined goal.

8. Responsibilities of Being Female

To other women, to society, to children, to employers.

9. United We Stand

Power for women and how it works. How to use it to induce desired changes in society. What we can learn from other, similar movements.

10. Practical Considerations

Some everyday problems for women and suggestions for overcoming them.

11. The Next Hundred Years

The effect of self-determination for women on future society. Some daydreams for the future.

June Fowler
Susan Frankford

University of Maryland/Baltimore

WOMEN IN SOCIETY

This course will be an interdisciplinary study of women in America. The aim of the course for the Spring 1970 semester will be to discover cultural myths about women and their social role, to develop methods for analyzing such myths, and to discuss how we can be involved in the solutions of problems which arise from these myths. We will draw on and question the opinions and information of faculty members from various disciplines and divisions, using as points of focus the relationship of women to mechanization; sexual attitudes; the family; marginality and failure syndromes; and the channeling of creativity. Students will be encouraged to reach into personal background to relate experiences and ideas and to evaluate them.

In the absence of a comprehensive discipline on women, this course will introduce the ways students can form questions, analyze and criticize current academic thought about women. It will also try to develop a perspective on women which is sensitive to sexual assumptions and conducive to critical understanding to foster initiative in the face of the issues and problems that recur not only for the individual but for the society at large. This kind of introductory multi-disciplinary approach should stimulate the development of other intensive courses on women.

Methodology:

This is a seminar course; there will be a series of brief but intense contacts with many disciplines, each of which is important to develop an integrated understanding of women in contemporary society. There will be a series of "units" presented consecutively during the semester. Each unit will involve three class sessions. At the first two sessions of each unit one or more faculty members will present material to the class from her/his particular disciplinary perspective. Each faculty member will also assign approximately three hours reading to supplement her/his seminar discussion. The faculty member or members who organized the unit may attend the discussion session dealing with the reading and the classroom presentations. All other faculty participants are welcome to attend each of the discussion sessions, although they are not required to do so. Considerable effort has been expended to insure that each faculty member will not inadvertantly be offering the same basic material under different disciplinary rubrics; considerable effort has also been expended to insure that the diverse disciplinary perspectives are arranged in such a way as to maximize continuities.

A steering committee, consisting of two students (Susan Frankford and June Fowler) and two faculty members will coordinate the course. The student coordinators will assist in leading class discussions. Ultimate responsibility for the course rests with the faculty coordinators.

SYLLABUS

I. Introductory Sessions

II. Biology and Biological Myths

III. Women in Ancient and "Primitive" Societies

IV. Women in the Early Development of the Western World

V. A Woman in the Judaic Tradition

VI. Women in American History, I

VII. Women in American History, II

VIII. Law and Women

IX. Women and the Economy

X. Psychology and Psycholinguistics

XI. Women in Literature

XII. Women in the Philosophical Tradition

XIII. Sociological Analyses of the Status of Women

XIV. Panel on Professional Women in Contemporary American Society

XV. Civil Rights and Women's Liberation

XVI. Alternative Visions of the Social Role of Women, I

XVII. Alternative Visions of the Social Role of Women, II

XVIII. Synthesizing Seminar

Dorothy Hoffman, Psychology
Howard L. Parsons, Philosophy

U. of Bridgeport/Connecticut
Spring 1971

PHILOSOPHICAL AND PSYCHOLOGICAL ASPECTS OF WOMAN'S ROLES

Description:

A critical examination of the major philosophical positions regarding woman in the past and present (conservatism, fascism, liberalism, anarchism, socialism, etc.), dealing with views on the biological nature and social roles of woman, the problems of value (equality, freedom, etc.), and economic, social, and political implications of these positions. Psychological implications will be discussed in relation both to traditional conceptions of woman's roles and to alternative life styles, marriage forms, and family patterns which are being recommended and experimented with today.

Permission of Department required. Psychology majors wishing to enroll in Philosophy 340-11 and receive credit for 3 hours in Psychology should consult with Dr. Hoffman.

Textbooks:

Sisterhood is Powerful, edited by Robin Morgan (Random House paperback, 1970)

Sexual Politics by Kate Millett (Doubleday paperback, 1970)

Gayle Hollander

Hampshire College
School of Social Science
Amherst, Massachusetts

Sex Roles in American Society and Politics

Session	Date	Topic(s)
1	September 25	Introductory Session: Course expectations, evaluation
2	October 2	Educational Opportunities and Patterns
3	October 9	Economic Positions
4	October 16	Legal Status of Women
5	October 23	Patterns of Political Behavior: Men Versus Women
6	October 30	Induction into Social and Political Roles: Sexual Differences
7	November 6	The Women's Liberation Movement
8	November 13	Looking Back: The Women's Suffrage Movement and Feminism
9	November 20	Student Presentations:
10	December 4	Student Presentations:
11	December 11	Student Presentations:
12	December 18	Student Presentations:

Topics/Readings

1. Introductory session: course expectations, evaluation, and sundry matters

2. Educational opportunities and patterns
   Flexner, Eleanor, Century of Struggle, pp. 1-40, 113-130
   Kraditor. Aileen S., Up From the Pedestal, pp. 79-107
   Friedan, Betty, The Feminine Mystique, Ch. 7 (142-173)
   Mead, M., and F. B. Kaplan, American Women: Report of the President's Commission on the Status of Women. pp. 25-34, 101-110
   "Women in Higher Education: Challenging the Status Quo" The Chronicle of Higher Education, Feb. 9. 1970, pp. 2-5 (xerox handed out)

3. Economic Positions

Bird, Caroline. Born Female: The High Cost of Keeping Women Down, pp. 1-125, 140-200
Peterson, Esther, "Working Women." pp. 144-172 in Lifton R. J., The Woman in America
Mead and Kaplan, pp. 1-24, 35-64. 111-127
Women's Bureau, United States Department of Labor, 1969 Handbook on Women Workers, skim pp. 1-85, 127-175, 177-200. (On reserve only)
Washington Newsletter for Women (Look through issues to date)
Women's Bureau "Fact Sheet on the Earnings Gap" (Xerox)

4. Legal Status of Women

Kanowitz, Leo, Women and the Law. entire book
Congressional Record for August 10, 1970, hearings on the Equal Rights Amendment (xerox handed out)

5. Patterns of Political Behavior: Women Compared to Men

Gruberg, Martin, Women in American Politics, entire book
Mead and Kaplan, pp. 147-159
Jennings M. Kent. and Norman Thomas, "Men and Women in Party Elites: Social Roles and Political Resources," pp. 469-492 in Midwest Journal of Political Science, Vol. XII, No. 4. Nov. 1968 (xerox copies on reserve)
Erikson. Joan, "Nothing to Fear: Notes on the Life of Eleanor Roosevelt," pp. 267-287, in Lifton, op. cit.

6. Induction into Social and Political Roles: Sexual Differences

Millett, Kate, Sexual Politics, Ch. 2 (23-58), Ch. 4 (176-233)
Friedan. Ch. 2 (28-61). Ch. 5 (95-116), Ch. 6 (117-141)
Rossi, Alice, "Equality Between the Sexes: An Immodest Proposal," pp. 98-143 in Lifton, op. cit.
Greenstein, Fred I., "Sex-Related Political Differences in Childhood," Journal of Politics, Vol. 23, 1961, pp. 353-371
Maccoby, Eleanor E., "Sex Differences in Intellectual Functioning," pp. 25-55. in Maccoby, ed., The Development of Sex Differences
Bird, Ch. 7 (126-139)
Mead and Kaplan, 181-204

7. The Women's Liberation Movement

Kraditor, pp. 363-369
Ware, Cellestine, Woman Power, Ch. 1 (16-74), Ch. 3 (100-141), Ch. 5 (165-169).
Dixon, Marlene. "Why Women's Liberation?" Ramparts. Dec. 1969
"On Women's Liberation." Radical America Vol. IV #2, Feb. 1970.
Weisstein, Naomi, "Kinder, Kuche, Kirche as Scientific Law, " New England Free Press
Dunbar, Roxanne. And Vernon Grizzard, "Caste and Class," Female Liberation - Cell 16.
Freeman, Jo. "The Building of the Gilded Cage"
Komisar. Lucy, "Violence and the Masculine Mystique"
Hawley, Andy, "A Man's View" Motive, March-April 1969, Vol. XXIX. Nos. 6 & 7.

"Living with the Boy," How Harvard Rules Women
"Radcliffe and the Myth of the Good Woman," How Harvard Rules Women

From Notes from the Second Year:

Mainardi, "The Politics of Housework"
Willis, Ellen. "Consumerism and Women"
Sarachild, Kathie, "A Program for Feminist 'Consciousness-Raising'"
Congress to Unite Women "What Women Want: For Starters"
"The Redstockings Manifesto"
"The Feminists: A Radical Organization to Annihilate Sex Roles:
and any other articles that interest you: come prepared to talk about them

8. Looking Back: The Women's Suffrage Movement and Feminism

Flexner, pp. 41-112, 131-331
Kraditor. pp. 183-252
Ireland, W., "The Rise and Fall of the Suffrage Movement," Leviathan, Vol. 2. No. 1, May 1970 (xerox to be handed out)

Indiana University

HONORS SEMINAR ON WOMEN
First Semester 1970-71

COURSE INSTRUCTORS: Dr. E. Maccia (Philosophy of Education), Dr. M. Peterson (Psychology), Dr. J. Ramaley (Physiology). Dean V. Rogers (Student Personnel and Services), Dr. P. Allen (English)

COURSE DESCRIPTION: This seminar offers honors students of junior or senior standing, in conjunction with faculty from various disciplines, the opportunity to assess the knowledge of these various disciplines in regard to the status of American women in contemporary society and to pursue in depth questions about the factors related to that status and its change.

COURSE SESSIONS:

I. INTRODUCTION TO COURSE

Sept. 22 Objectives, Procedures, Resources (Maccia, Peterson, Ramaley, Rogers, Allen)

II FACTORS RELATED TO STATUS OF CONTEMPORARY AMERICAN WOMEN AND ITS CHANGE

Sept. 24 Biological Differences (Ramaley)

Sept. 29 Behavioral and Emotional Differences (Peterson)

Oct. 1 Higher Education (Rogers)

Oct. 6 Women in Literature (Allen)

Oct. 8 Philosophical Factors (Maccia)

III STATUS OF CONTEMPORARY AMERICAN WOMEN

IV. PROSPECTS FOR CHANGE

Under III and IV, sessions on topics such as sexual role. family role, family law, occupations, labor law, cultural differences, and women's organizations will be held. Faculty from Indiana University other than the course instructors as well as experts from outside the university will be invited to participate. For example, Professor Paul Gebhard (Director of Institute for Sex Research) will conduct a session on sexual role, Professor J. Scanzoni (Sociology) on family role, and Professor D. Hopson (Law) on family law. Not all the sessions have been scheduled so that topics of interest to seminar participants can be introduced into the course.

V. RESEARCH PROJECTS OF SEMINAR

Sessions will be held to help participants formulate research problems and procedures and for the presentation and discussion of research findings.

COURSE BIBLIOGRAPHY:

1. RECOMMENDED REFERENCES

1.1. De Beauvoir, Simone, THE SECOND SEX

1.2. Ellis, Julie, REVOLT OF THE SECOND SEX

1.3. Farber. Seymour M. and Wilson, Roger H. L., THE POTENTIAL OF WOMEN

1.4. Mattfeld, A. Jacquelyn and Van Aken, C. G.. WOMEN AND THE SCIENTIFIC PROFESSIONS

1.5. Mead, Margaret, AND KEEP YOUR POWDER DRY

1.6. Millett, Kate, SEXUAL POLITICS

1.7. Rogers. Katherine M.. THE TROUBLESOME HELPMATE

1.8. "Women in the Age of Science and Technology", IMPACT, Vol. XX, No. 1, 1970

2. CHRONOLOGICAL BIBLIOGRAPHY

In conjunction with each session and at least one session prior, readings will be assigned from the recommended references and other sources.

Ellen E. Morgan — Princeton Adult School

EXPLORING THE NEW FEMINISM--A FEMINIST ANALYSIS OF OUR CULTURE

Sept. 24 — Dr. Kathryn Boals, Assistant Professor, Department of Politics, Princeton University. "The Politics of Male-Female Relations"

Oct. 1 — Dr. Lois W. Banner, Instructor, Department of History, Douglass College. "An Introduction to the History of Women"

Oct. 8 — Ms. Cellestine Ware, Instructor, Department of English, Douglass College, Reporter-Producer for New York Radio Station WBAI, author of Woman Power (Tower Books, 1970). "The Politics of the Black Matriarchy"

Oct. 15 — Dr. Suzanne Keller, Professor, Department of Sociology, Princeton University, author of Beyond the Ruling Class (Random House, 1963) and The Urban Neighborhood (Random House 1968). "The Contemporary Family: Trends and Prospects"

Oct. 22 — Dr. Miriam Keiffer, Faculty Member, Bensalem College of Fordham University and Assistant Professor, Department of Psychology, Fordham University; and Ms. Joyce Walstedt, Psychotherapist in private practice in Princeton, founder of the Feminist Psychotherapists. "Psychology and Women"

Oct. 29 — Ms. Mary I. Oates, Harold R. Dodds Fellow, Department of English, Princeton University. "Mary and Eve: The Poets' Fantasies 400-1700"

Nov. 5 — Dr. Elaine Showalter, Assistant Professor, Department of English, Douglass College, Editor, Women's Liberation: A Thematic Sourcebook on Feminism in Literature (Harcourt, Brace & World, Inc., Winter 1971). "Women Writers and Feminine Experience"

Nov. 12 — Cynthia M. Jacob, Esq., Administrative Deputy in charge of Southern Regional Offices of Public Defender. "Women and the Law"

Nov. 19 — Dr. Jennifer S. Macleod, Chief Psychologist, Opinion Research Corporation. "Women and Employment"

Dec. 3 — Dr. Kate Millett, Lecturer, Department of Sociology, Bryn Mawr College, sculptor, author of Sexual Politics (Doubleday, 1970), "A Better Future: Prospects for Change."

Coordinator--Ms. Ellen Morgan, doctoral candidate, Dept. of English, University of Pennsylvania

This course of lectures will be given in Princeton High School at 9 p.m. Thursday evenings under the auspices of the Princeton Adult School. It is a miniature Women's Studies program which could serve as one model for the programs many feminists hope to see developed in college and high school curricula.

General

Friedan, Betty -- The Feminine Mystique. Dell, 1963

Bird, Caroline -- Born Female: The High Cost of Keeping Women Down. McKay, 1968 (hardcover); Pocket Books, 1969 (paper).

Woolf, Virginia -- A Room of One's Own. Harcourt, Brace, 1929. Hardback or paper.

For Individual Lectures

Sept. 24 — Chapter 2, Kate Millett, Sexual Politics, Doubleday 1970

Oct. 1 — Mary Beard, Woman as Force in History; John Langdon-Davies, A Short History of Women; Eleanor Flexner, A Century of Struggle.

Oct. 8 — Toni Cade, ed., The Black Woman. Signet, 1970. (non-fiction anthology); Daniel Patrick Moynihan, The Negro Family: The Case for National Action; Cellestine Ware, Woman Power, Tower Books, 1970

Oct. 15 — Richard E. Farson et al., The Future of the Family, Family Service Association of America, 1969

Oct. 22 — Viola Klein, "The Feminine Character," and Clara Thompson, "Some Effects of the Derogatory Attitude towards Female Sexuality" in Clara Thompson, M.D., et al., eds., An Outline of Psychoanalysis, Random (Modern Library), 1955.

Oct. 29 — Holy Bible (in any convenient translation): see especially Genesis and St. Paul's Epistles; Milton's Paradise Lost, Books IV and IX.

Nov. 5 — Charlotte Bronte, Jane Eyre; George Eliot, Adam Bede; Rhoda Broughton, Not Wisely But Too Well; E. B. Browning, Aurora Leigh; Kate Chopin, The Awakening; Mary Austin, A Woman of Genius; Edna St. Vincent Millay, lyrics and sonnets, Susan Glaspell, The Verge; Lillian Hellmann, The Unfinished Woman; Mary McCarthy, The Group; Sylvia Plath, Ariel; Anne Sexton, Live or Die; Margaret Drabble, The Waterfall; Jean Rhys, Wide Sargasso Sea. (None of this is necessary reading.)

Nov. 12 — Leo Kanowitz, Women and the Law: The Unfinished Revolution, University of New Mexico Press, 1969, Murray and Eastwood, "Jane Crow and the Law: Sex Discrimination and Title VII" 34 Geo. Wash. L. Rev. 232 (1965)

Nov. 19 — "Rebelling Women--The Reason," U. S. News and World Report, April 13, 1970; "A Matter of Simple Justice," The Report of The President's Task Force on Women's Rights and Responsibilities, April 1970. U. S. Government Printing Office, Washington, D. C. 20402, thirty cents ordered by mail.

Dec. 3 — Kate Millett, Sexual Politics, Doubleday 1970

Roberta Salper

San Diego State College
Fall 1970

CURRENT ISSUES IN WOMEN'S LIBERATION MOVEMENT

DATE	READINGS	TOPIC
Oct. 29	"A Woman's work is never done", LEV., 32-38 "Politics of Housework," NOTES, 28-31 "Economic Function of Oppression of Women, NOTES, 68-72 "Consumerism and Women," NOTES, 72-76	"Myth of happy housewife"
Nov. 3	Introduction to Sisterhood is Powerful (ditto)	"Appearance and growth of Women's Liberation"
Nov. 5	"You don't need the vote...", LEV. 4-8 "Women and the left," NOTES, 55-57 "Hard knocks: Working in Mixed..." NOTES, 59-63 "Women's Liberation-which way now?" LEV. 8-10 "Why Women's Liberation?" by Marlene Dixon (ditto)	
Nov. 10	Sexual Politics, pp. 1-233.	"Sex and politics"
Nov. 13	"A Theory of Female Sexuality" (ditto)	
Nov. 17	"The Politics of orgasm" (ditto) "Notes of a radical lesbian" (ditto)	
Nov. 19	"Radical feminism," NOTES, 32-37	"Monogamy; alternatives to the nuclear family."
Nov. 24	"Female Liberation..." NOTES, 48-54 "Day care-who care"? LEV. 26-32 "On Abortion and Abortion Law," NOTES, 89-94	
Dec. 1	"Self-Defense for Women," (ditto)	"Violence and self-defense"
Dec. 3	"The Need for Self-defense: verbal or physical?" (ditto)	
Dec. 3	"Women's Liberation in England," LEV., 38	"Women in minority groups; in other countries."
Dec. 8	"On Cuban Women," LEV. 39	
Dec. 10	"Double Jeopardy: to be Black and Female," (ditto) "An Introduction to the chicana" (ditto) "The Mexican-American Woman" (ditto) "Experiment in Freedom: Women of China" (ditto) "Women and the Welfare system" (ditto) "Two jobs: Women who work in factories" (ditto)	
Dec. 15	"Man-Hating," NOTES, 83-86	"Advantages of Women's Liberation for men."
Dec. 17	"A Critique of the Miss America Protest, NOTES, 86-89 "Rage of Women" (ditto) "Brutal manners of men" (ditto)	
Jan. 5	"Historical Documents," pp. 512-553 of	"Political positions of various groups in Women's Liberation"
Jan. 7	Sisterhood is Powerful (or on ditto)	
Jan. 12	"Issues: Manifestos," NOTES, pp. 111-126	
Jan. 14		

TEXTS:

1. Kate Millett, Sexual Politics
2. Notes from the Second Year: Women's Liberation (Major writings of the radical feminists)
3. Leviathan magazine, May, 1970

IN ADDITION:

Nov. 3-5: Sisterhood is Powerful, an anthology of writings from the Women's Liberation Movement, edited by Robin Morgan, published by Vintage Books, 1970. Until this arrives in the bookstore, I will ditto copies of certain articles.

Marlene Dixon's "Why Women's Liberation?" originally appeared in the December 1969 number of Ramparts Magazine.

Nov. 10-13-17: "A Theory of Female Sexuality" by Mary Jane Sherfey, "The Politics of Orgasm" by Susan Lydon, and "Notes of a radical lesbian" by Martha Shelly all appear in Sisterhood is Powerful.

Dec. 1: "Self-defense for Women" by Susan Pascale, Rachel Moon, Leslie B. Tanner appears in Sisterhood is Powerful; "The Need for Self-Defense: verbal or physical" by Roberta Salper will appear in an anthology, Female Liberation, to be published by Random House in Spring, 1971.

"Double Jeopardy..." by Frances M. Beal, "An Introduction..." by Elizabeth Sutherland, "The Mexican-American Woman" by Enriqueta Longauex y Vasquez, "Experiment in Freedom..." by Charlotte Bonny Cohen, "Women and the Welfare system" by Carol Glassman, and "Two jobs..." by Jean Tepperman all appear in Sisterhood is Powerful.

Dec. 15-17: "Rage of Women" by Richard Farson appeared in LOOK magazine last year, "Brutal Manners of Men" by Nicholas Von Hoffman was a nationally syndicated column in, among other papers, the Miami Herald this summer.

Dr. Siggelkow
Ms. Nelson
Mrs. Schwartz
Dr. Scott

SUNY/BUFFALO
Fall 1970

WOMEN AS A MINORITY GROUP

Women, formerly fearful of rebellion or becoming involved in any controversy that would threaten their feminine identity, are now eager to resort to hard line approaches to articulate and express their rage and bitterness over social and cultural barriers imposed upon them. There is a growing understanding that the common oppression of women provides the basis for uniting across class and race lines to form a radical movement in protest of such issues as economic exploitation, psychological deprivation, and exploitive sexuality.

This area lends itself to historical understandings, societal and psychological implications, job discrimination, employemtn laws, the role of women in other nations, and the development of groups such as NOW (National Organization of Women) and WLF (Women's Liberation Front). It is becoming more and more apparent that such movements toward the liberation of women will have a definite impact upon the structure of our American Society.

Final evaluation consists of letter grade or S/U option.

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Epstein, C. F., Women's Place, University of California Press, 1970.

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O'Neil, W. L., Everyone Was Brave: The Rise and Fall of Feminism in America, Quadrangle, New York, 1970.

Smith, Page, Daughters of the Promised Land: Women in American History, Little Brown, New York, 1970.

Thompson, Mary Lou, (ed.) Voices of the New Feminism, Beacon Press, Boston 1970.

PERIODICALS

"Everyone was Brave: The Rise and Fall of Feminism in America". W. L. O'Neill, Saturday Review 52:27 -9+, O 11'69, E. Janeway.

"For Women a Different Climb to the Top". Business Week, August 2, 1969.

"Whatever Happened to Women? Nothing That's the Trouble". E. Willis. Mademoiselle 69:150 + Sept. 1969

"She Is". Gloria Guiness, Harpers Bazaar, October, 1969.

"Woman's Changing Role in America". U. S. News and World Report, Sept. 8, 1969.

"Women May Not Be Coddled". Three recent court decisions. Time, August 22, 1969.

"What Did the 19th Amendment Amend?" R. Girson, Saturday Review, Oct. 11, 1969.

"Woman and Women". Antony Burgess, Vogue, October, 1969.

"Here Come the Girls". W. Wingo, Nation's Business, December, 1969.

"Is a Women's Revolution Really Possible?" McCall's, October, 1969.

"Rage of Women". R. E. Farson, Look, December 16, 1969.

"Militants for Women's Rights". S. Davidson, Life, December 12, 1969.

"New Feminists: Revolt Against Sexism". Time, November 21, 1969.

"Why Women's Liberation?" Ramparts, December, 1969.

"New Feminism". L. Komisar, Saturday Review, February 21, 1970.

"The Half-Eaten Apple". Ann Scott, The Reporter, Vol. I, #17, May 14, 1970 S.U.N.Y. Buffalo, New York.

"Rebelling Women: The Reason". U. S. News, April 13, 1970.

"Sisterhood's Powerful". New York Times Magazine, March 15, 1970; Discussion, March 29, April 5.

"Woman Power". Time, March 30, 1970.

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"Woman's Place". Atlantic, March, 1970.

"Women's Lib Loves You". Mademoiselle, February, 1970.

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"Women" A Time for Change, Margaret Mead, Redbook, March, 1970.

"New Feminism: A Potent Force in Birth-Control Policy". Science, February 27, 1970.

"Conference on Women's Rights". Christian Century, March 11, 1970.

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"Job Discrimination and What Women Can Do About It". Atlantic, March, 1970.

"Women are Discriminated Against: But They Deserve It". Mademoiselle, February, 1970.

"Women and the Law". Atlantic, March, 1970.

"Take Them They're Yours: 6 Jobs in Search of the Truly Liberated Woman". Esquire, February, 1970.

"Church, Caste and Women". Christian Century, January 21, 1970.

"No Place for Women, or Several?" Catholic World, February, 1970.

"Women's Place in the Church". America, February 28, 1970.

"Where Are They Now?" Newsweek, March 23, 1970.

"Equal Rights NOW". Newsweek, March 2, 1970.

"Reporting the Movement". Atlantic, March, 1970.

"What Are You Supposed To Do if You Like Children"? Atlantic, March, 1970.

"The Fiery Feminists". Morton Hunt, Playboy, May, 1970.

SHEILA TOBIAS ASSOC. PROVOST
WESLEYAN UNIVERSITY
MIDDLETOWN CONN. 06457

AMERICAN STUDIES 210 Spring 1971

SUBJECT	READING	LECTURE
	I WESTERN CIVILIZATION - A PATRIARCHAL SOCIETY	
What is Patriarchy? Origins of Patriarchy	Kate Millett, Sexual Politics Friedrich Engels, Family, Private Property and the State	Sheila Tobias Marilyn Arthur: Origin of Patriarchy in Myths of Greece and Rome
Alternatives to Patriarchy?	Margaret Mead Sex and Temperament Introduction and Part IV	Jane Viggiani on Biological Differences
History, Historians and Patriarchy	----------	Ellen Hurwitz on "The Empress Theodora of Byzantium: The Antithesis of a Virgin Queen"
	II PSYCHOLOGY RECONSTRUCTS THE FEMALE	
Sex-Role Socialization	Eleanor Maccoby, Development of Sex Differences (one or two chapters)	Sheila Tobias or Lenore Weizman from Yale
Myths and Sex-Role Socialization	----------	Fizz Harwood, Anthropology
Psychoanalysis and Women	Millett "Freud" ch. p. 176	Sheila Tobias
Female Personality through Fantasies	Simone de Beauvoir, The Second Sex	Sara Winter, Psychology
New Research in the Psychology of Female Personality	----------	David Winter
	III IMAGES OF WOMEN IN LITERATURE	
Male Aesthetics	Millett: Ch. 1 and Part III	Carol Ohmann: Bronte criticism
Toward a New Theory of Criticism	----------	Ruth Benson
Images of Women in American Literature	Fiedler: Love and Death in the American Novel Ch. 4,8,9,10,00	Moger: Angelized Woman Moger and McMahon: Courtly Love
Images of Women in European Literature	"Family Happiness" and "Kreutzer Sonata" in Tolstoy, Ivan Ilyich and Other Stories	Tolstoy's Female Characters Ruth Benson

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Independent Women	"Two Men and a Woman" and other stories by Doris Lessing	Sheila Tobias
"Womanish Writing"	Bradstreet, Sexton, Levertov	Susan McAllester

IV FEMININE MYSTIQUE AND MASCULINE MYSTIQUE IN AMERICA

Introduction	Friedan, Feminine Mystique	Sheila Tobias
Movies of fifties and 60's as examples of images	---------- (two films)	Jenine Bassinger
Masculine Mystique	Selected Chapters, Lionel Tiger, Men in Groups or Love and Death... Ch. 11 Lucy Komisar "Violence and Masculinity"	David McAllester
Also recommended for this section:	Margaret Meade, Male and Female and Millett on Mailer and Miller	
Psychology of Family Processes	----------	Steven Bank

V REBELLION OF WOMEN I

Ideas of Women's Suffrage Movement	Millett "Historical Background"	Sheila Tobias or Millett
Margaret Fuller	Excerpts	Jim Kraft
History of Suffrage Movement	Eleanor Flexner A Century of Struggle	Gerda Lerner on Grimkes Lou Holloway on Black Women Sheila Tobias on Politics of the later suffrage movement
Also recommended:	Everyone Was Brave by O'Neill	

REBELLION OF WOMEN II

Women's Liberation 1960's	Sisterhood is Powerful, ed., Robin Morgan	Sheila Tobias and others

VI CASE STUDY OF PATRIARCHY GONE INSECURE: SEX AND RACISM IN AMERICA

Sex and Racism	Cal Herndon, Sex and Racism in America OR Cleaver, Soul on Ice	Steve Butler

1689

Southern Men	Lilian Smith, Killers of the Dream	Sheila Tobias
Southern Women	Ann Scott, The Southern Lady	Charleen Whisnant
	VII STATUS OF WOMEN IN AMERICA	
Law	Faith Seidenberg, Women and the Law	Professor Bysiewicz, University of Connecticut Law School
Economic and Professional	Lifton ed., The Woman in America	Marny White
Psychological	Mary McCarthy, The Group	Sheila Tobias
Counter Cultures		Bob Berger on Kibbutz or Sweeny on hippies or Hurwitz on USSR
Prostitution	(Possibly her new article)	Kate Millett

Nancy Weiss
Ann Wood

Princeton University
Spring 1970

WOMEN IN AMERICA

This course will be given during the spring semester under the auspices of the Program in American Civilization. I will be teaching it in cooperation with Ann Wood, an assistant professor in the English Department here. The course really has no connection with any kind of women's studies program. It will serve as the required seminar for juniors majoring in American Civilization. (Each year the topic of that required seminar changes; in previous years, it has been Negroes in America, religion, socialism, revolutionary traditions, etc.; this time we thought it would be appropriate to try an interdisciplinary seminar on women.) There are at present about two dozen juniors enrolled in the American Civilization program, and all of them, as it happens, are male. We do hope to enroll at least a few girls in the seminar (who are not majoring in American Civilization), but since we do intend to run the course as two seminars, we will have to keep the enrollment down.

As we have conceived it, the course will be a reading and research seminar on the changing status, goals, and sensibility of women in America primarily during the century 1820-1920, but with some attention to the more recent period. Topics to be studied will include women in the home, women's education, the suffrage movement, women in various other reform movements, voluntary and paid employment for women, and women as writers. In addition to published sources, the reading materials for the course will consist in large part of unpublished sources which we have found in our research at the Schlesinger Library and the Sophia Smith Collection. During the course of the semester each student will be expected to write two papers growing out of the assigned readings and the seminar discussions.

Linda Nochlin Pommer
Department of Fine Arts

Vassar College
Spring, 1970

THE IMAGE OF WOMEN IN THE 19TH AND 20TH CENTURIES

February 9 - George Eliot representation of women by Ingres, Dalacroix, Manet

16 - Woman as sex: Pornography and sexual imagery
The theme of the prostitute
25 - The concept of the nude
Freudian mythology in modern art
March 2 (Picasso and surrealism)
Matisse and the harem concept of woman
9 - Women in Pre-Raphaelite painting and Victorian literature

30 - Woman as angel and devil in 19th century art
The Vampire woman in art and literature
April 6 - The Holy Family and the image of domesticity in bourgeois art
Architecture of the Home and interior decorating
13 - Woman in "low" art: the social significance of costume;
popular imagery and illustration; advertising;
20 - Women's magazines; television and the movies
27 - Socially conscious representations of women in art and literature
(contrast English and French feminist literature)
May 4 - Women as artists: Rosa Bonheur, B. Morisot, M. Cassat, K. Kollwitz,
G. O'Keefe, H. Frankenthaler, G. Hartigan, ...
11 - joint session

READING LIST

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The Private Life of the Queen, by a member of the Royal Household, N. Y., 1897.
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